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ABSTRACT

There are many ways to staff residence halls. This document considers the objectives of residence hall programs, the responsibilities to which undergraduate students as staff members can be assigned, and the procedures for selecting, supervising, and preparing students for their responsibilities. Samples of forms, job descriptions, other pertinent materials and an extensive bibliography are provided. (MJM)

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UNDERGRADUATE STUDENTS AS MEMBERS OF THE RESIDENCE HALL STAFF

Published by

NATIONAL ASSOCIATION OF WOMEN DEANS AND COUNSELORS

A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

AUTHORS:

ELIZABETH A. GREENLEAF, *Editor*

MARGARET FORSYTHE

HELEN GODFREY

BETTY JO HUDSON

FLORENCE THOMPSON

Special assistance from:

THELMA HIATT AND RUTH WEIMER

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"The real intellectual life of a body of undergraduates, if there be any, manifests itself, not in the classroom, but in what they do and talk of, and set before themselves, as their favorite objects between classes and lectures."

Woodrow Wilson

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INTRODUCTION

The housing of students is an area of major importance as institutions of higher education meet the challenges of current educational problems. Since students may spend as much as 65 to 70% of their time on the college campus in their living environment, the facilities, personnel and program in the residence halls add potentially vital influences to the students' educational experiences. Many factors affect the contributions that residence living can provide, but most important is the residence hall staff — those people who day by day come into direct contact with students.

This publication is primarily addressed to those responsible for student personnel services in residence halls. It is hoped that it will be useful to members of the staff of a Dean of Students, Dean of Women, Dean of Men, Director of Housing and others in suggesting means of developing or evaluating residence hall programs. It has been found, for instance, that colleges have gained many advantages in employing carefully selected undergraduate students to help meet the objectives of residence hall programs, and means are herein suggested whereby such undergraduates may become effective members of a residence hall staff.

There are many ways to staff residence halls. This document is not intended to suggest that any single method is the only correct approach, for each campus must meet its own needs creatively. Rather this document considers the objectives of residence hall programs, the responsibilities to which undergraduate students as staff members can be assigned, and the procedures for selecting, supervising and preparing students for their responsibilities. Samples of forms, job descriptions, other pertinent materials and a bibliography are provided. These materials may offer guidelines to a college developing the residence hall program best adapted to its particular needs.

One of the greatest difficulties in evaluating residence hall programs is the variety of titles and terms which are used from campus to campus to describe a number of job responsibilities. In an attempt to provide some consistency, the following terms and definitions have been used in this publication, and it is hoped they will establish standardized terminology for the profession.

College — College is used here to refer to an educational institution which may be a college, junior college or university.

Living Unit — A subgroup within a residence hall which may also be called a floor group, a corridor group or a house and which provides a basic communication unit.

Residence Director — A man or woman actually responsible for the students and program of a residence hall, including supervision of other staff within the hall. This person, usually a full-time staff member, may be professionally trained and may hold on some campuses the title of Assistant Dean of Students, Head Resident or Head Counselor. It may be an older adult referred to as a Housemother, Housefather or Hostess. In some cases this may be a faculty member, and there are colleges where this person is a senior or graduate student.

Residence Hall — A building, housing students even as many as 2,000 within its physical structure.

Residence Hall Staff — Those people who have a responsibility primarily for student personnel functions within the residence halls. They are normally selected by and supervised by the Dean of Women, Dean of Men, or Director of Housing responsible to the Dean of Students. They are responsible for creating an environment within the hall which will enhance and accommodate the behavior modifications and growth of the college student educationally, socially, and culturally. In addition they may or may not have housekeeping responsibilities, but will have co-ordinating functions which relate to housekeeping.

Resident Assistant — An undergraduate student especially selected to assist with certain basic responsibilities within a hall and provided with remuneration by the institution. This person may be called a student assistant, a housefellow, student counselor, hall counselor, student staff, etc. When graduate students are used in a similar type position, the term graduate assistant is often used.

Residence Hall Programs — Specific activities encouraged within the residence hall programmed to provide the atmosphere best suited to meet the educational goals and objectives of the halls and which may be jointly developed by the college, the residence staff and the residents of the halls themselves.

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Kent State University; Mrs. Dewey Annakin, Allen University; Dr. Mary Champion, Oregon State College of Education; Dr. W. Eugene Clingan, University of Wisconsin; Dr. Kate H. Mueller, Indiana University; Dr. Raymond Murphy, Pennsylvania State University; Dr. Harold Riker, University of Florida; Mrs. Frances Seaman, Colby College; Dr. Robert Shaffer, Indiana University; Miss Mary Jane Stevenson, Bucknell University; Miss Jane D. Swan, Carroll College; and Mr. John Taylor, Otterbein College. Mr. Paul Adams, Indiana University and Mrs. Newell Long are to be acknowledged for their assistance in editing the manuscript.

Chapter I

Residence Halls In Relation to The College and Its Objectives

Residence halls are not new on college campuses, but for many schools a concern for the educational contributions which may be made by residence hall programs has only recently developed. "Dormitories" have long been built in order to provide a place for students to sleep and eat. During the past decade of rapidly increasing college enrollments billions of dollars have been spent to construct student housing. In times past there have been varying degrees of concerns for the students' social education, leadership training and individual counseling, as well as for student discipline and specific protection for women. It has been found that residence hall programs can not only make valuable contributions in these areas but there are many advantages to be gained from their contributions to inter-campus communcations, understandings and broadening educational experiences of students. There is an increasing recognition of the possibilities of the residence hall program in strengthening effective contact between faculty, students and administrators. "Dormitories" have now become halls of residence to provide students not only a place to eat and sleep, but also a place where certain basic individual needs can be met and where students can deepen their college experiences.

Even before residence halls are built or particularly before consideration is given to staffing the halls, the contributions which the halls can make in meeting the objectives of the college should be considered. Each college sets its own goals and objectives influenced by those who control the college, whether it is state assisted, privately endowed or church supported. These objectives in turn affect the college's curricula, rules, activities, and staff responsibilities. Although these objectives may vary from college to college, there are three fundamental objectives of institutions of higher education.

Objectives of Higher Education

The prime objective of any college is that of transmitting and enriching the cultural heritage. The institution is first and foremost concerned with its curriculum, its teaching faculty, the library, study facilities, and incentives for faculty and students to add to their knowledge through research and publications. The second goal is the development of each student to his greatest potential spiritually, emotionally, and physically, as well as intellectually. To achieve these goals all possible assistance and facilities of the college should be made available. Closely related to the second objective is the preparation of future citizens with a sense of responsibility to and for others.

In order to achieve these objectives a college must work through the combined efforts of everyone in the campus community, a Board of Trustees, faculty, staff, students and administrators. Where the objectives of the college are clearly defined and understood by all, residence hall staff and residence hall programs can do much toward the development of the college objectives.

Since the primary objective of an educational institution is an academic one, the residence hall first of all must provide an environment suitable to the academic life. A variety of types of environment is necessary. Most students prefer to study at their own desks, dressed casually and with resource materials readily available, but some will prefer to spread out materials and study in an area other than one in which they sleep. Thus a special study room, a library, or a dining hall should be available. Important, too, is the availability of basic study materials such as an unabridged dictionary, a set of encyclopedias, and reference books. Assistance to students in locating resources for study help may be provided through staff members who live close to students and who are most aware of the student academic abilities and potentials to be encouraged.

Of great importance, because of the proximity of the residence hall staff to students, is the ability of the staff to transmit to students their own enthusiasm for learning and to transfer a desire to receive the greatest possible benefits for personal growth from their college years. This might be done by staff stimulation of activities. For example, by an after dinner debate between two political candidates the music major's interest may be aroused in government or politics; by providing good music during the dinner hour or a musical program held in the hall lounge, the social science major's interest may be aroused to see an opera or to hear the university symphony orchestra.

Traditionally one of the major contributions of a residence hall staff in meeting the second objective of higher education has been the provision for, and the opportunity of, providing guidance for individual students. Every student at some time desires the opportunity to discuss pend-

ing decisions with an experienced person. College students as young adults are attempting to develop their own sets of values and to find ways to work more effectively with others. They are in the process of setting life goals and life expectations. This process includes finding the person they wish to marry. By providing the opportunity for discussion groups, both formal and informal, and by involving outside speakers and guests, students have an opportunity to examine and develop their own standards as well as to test their own ideas. A residence hall in a strongly church related college campus might well include a chapel, and the staff working with student leaders might be responsible for daily devotional services planned to help students seek answers to many questions.

Regardless of the number of students in a residence hall, there should be ample opportunity provided for a student organization and for student officers. A "Laboratory of Human Relations" is possible as students learn to work with one another, with residence hall staff, and with others in the college community. This may afford practice in effective decision making, so important in today's complex society. Through participation in hall government and college committees students experience those factors which affect policy making. Thus, residence halls can very directly contribute to the third objective of higher education, the preparation of contributing citizens.

Objectives of Residence Hall Programs

Before a staff is actually selected and before job descriptions are developed for staff, those responsible for residence hall programs must develop objectives for the halls tailored to their own campus. These objectives will vary according to the size of the campus, the number of students within individual halls, the organization of student activities on the campus, the availability of student personnel staff other than those in the residence halls, and the needs and interests of the students who live in the halls.

Although each campus must develop its own, the following fundamental objectives of residence hall programs are presented as a basis for job descriptions and for a guideline on contributions an undergraduate staff can make to residence hall programs. Possible activities for residence halls which can assist an institution to meet the three objectives of higher education are suggested here.

BASIC OBJECTIVES OF RESIDENCE HALL PROGRAMS AND EXAMPLES OF ACTIVITIES*

1. To assist in providing an environment within the residence halls which will be conducive to academic achievement, good scholarship and maximum intellectual stimulation.

   Provision for study hours and a study environment; availability of books, magazines, newspapers; faculty participation in discussion groups; non credit seminars; classes for credit; special program series; language tables or language houses; scholarship recognition; test files; materials for bulletin boards which stress programs on campus; promoting hall group attendance at special convocations; special speakers and visitors to campus as guests in the halls.

2. To assist in the orientation to college life and in the self-development of each student to the end that each understands and evaluates his own purpose for being in college.

   Orientation meetings held in the halls during the first week of school and throughout the year to strengthen and supplement college orientation; discussion groups on values of a college education or on such topics as "What is a Scholar"; special helps on How to Budget Time, How to Study Math, How to Study Chemistry, How to Prepare for Examinations, etc.; interest shown in accomplishment of individual students; referral to campus agencies for individual help.

3. To interpret university objectives, policies, rules, regulations, and administration to students, and to interpret student attitudes, opinions, and actions to the administration.

   Information to students and to administrators to assist in evaluation of students' college life; leadership in research on student needs; providing opportunity for student-self interaction in the evaluation of present college policies, revision of old policies and formation of new policies.

4. To help develop in each student a sense of individual responsibility and self-discipline in learning to control individual lives and actions.

   Explanation as to reasons for rules; opportunity to participate in policy making; educating students through student judicial boards to their responsibilities.

5. To provide the opportunity for faculty-student contacts outside the classroom environment to the end that learning experiences are enhanced.

   Faculty guests for lunch or dinner; faculty associates; faculty participation in discussions; information about outstanding faculty on bulletin boards; faculty to teach bridge; faculty presentations of programs on their major hobbies.

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*These objectives are adapted from the Staff Manual, Indiana University Residence Halls.

6. To provide for the basic concerns of the individual student within the ever changing campus community.

   Awareness of student problems, personal, academic, and social; being helpful by providing a good listener; being aware of potential problems and preventing need for help, i.e., a person needing friends being involved in hall activities; student beginning to skip classes; detecting change in attitudes and behavior; referral of students for special assistance.

7. To provide through student organizations an opportunity to practice democratic living and an opportunity for students to learn to work with others, and to provide integrated social, recreational, cultural, and intellectual activities in order to broaden the use of leisure time experiences.

   The whole area of social activities normally develops from the living unit or the residence hall; formal or informal dances, hayrides, picnics, game nights, special dinners or coffee hours. Social, cultural, and intellectual activities may be integrated through receptions for special performers and speakers on campus, scholarship banquets, Mother's weekend, Faculty Guest Dinners, Career Series. Intramural programs in all areas to provide good physical activity, swimming, softball, baseball, etc.; recreation nights, movie series with discussion held before and after; social service projects in the community.

8. To provide an atmosphere of warmth, high morale and loyalty towards the living unit, the residence hall and the university.

   Participation in Homecoming activities; formation of Alumni groups; participation in special campus events; i.e., Fall Carnival, Winter Carnival, Parent's Day, High School Guest Days, all campus projects of the student unit; serve as a communication link for campus activities.

Selection of Full-time Staff to Meet Objectives

Programs to meet the above objectives depend upon an adequate staff within the residence halls to carry out the teaching, advising, and counseling functions involved in the day by day living of students. These must be adequately mature, well educated, personable individuals who can relate easily to students and provide leadership in challenging them to meet their educational responsibilities. At the same time there must be available staff to perform the "housekeeping" functions, it is common to place primary responsibility for maintenance operations in the hands of residence hall business personnel. Effective business operations are vital to meeting residence hall objectives, and, regardless of the amount of staff coordination within a hall, all staff must work together to help the students.

On any campus the direction for student personnel services in the residence halls must be the responsibility of a major staff member. This person is usually the Dean of Women or Dean of Men, an Assistant Dean of Students or the Director of Housing. More frequently one staff member may report to the Dean of Students and be responsible for both men's and women's halls. It is not uncommon for such a staff member to be a Director of Residence or an Assistant Director of Residence Halls and be responsible to a person who coordinates both the business aspects and the student personnel functions of the halls.

Regardless of title or position, the major staff member responsible for student personnel services in the residence halls has certain basic functions. These include the development of job descriptions for various types of staff members within the halls, selection of staff, in-service education of staff, effective staff communication, and the development of programs within the halls designed to meet the objectives of the halls and of the college.

Staff within the residence halls vary greatly from campus to campus and will be determined by many factors, one of which will be the size of the hall. Residence halls of all sizes are being built, ranging from the cottage-type housing a small group of 25 or 50 students to the large high-rise building which may house as many as 2,000 students. Such a building incidentally, may house more students in one building than the total number enrolled in any one of 70% of the American colleges. The larger the hall, of course, the more complex are the problems of administrative responsibilities and effective communication between students and staff.

The availability of student personnel staff in other areas of the campus will determine the functions of the staff in the hall and the type of personnel. If, for example, there are good personal counseling services available within the campus, much of the responsibility for individual counseling by the hall staff will be done through referral. On the other hand, as is true in some campuses, the head of a residence hall may have the full responsibility for all individual guidance, both personal counseling and academic advising. The availability of budget for securing staff must also be taken into consideration. Last, but not least, educational goals of a given institution and the provision for their achievement are a prime factor in determining the function of residence hall staff and educational qualifications needed for these positions.

Too often the major determinant in the hiring of a staff for a residence hall is unfortunately their availability. Ideally, if the head of a hall is to have a major responsi-

bility for student personnel functions or is responsible for directing one of the larger halls, he should be a person with training and experience in the field of student personnel administration. But the rapid construction of large residence complexes coupled with the great demand for student personnel staff has made it impossible for institution preparing student personnel workers to meet current needs for professional staff. Many colleges have found that personnel who may have also had experience and training as graduate assistants in residence halls while completing their advanced degrees, often prove to be effective staff members.

Many campuses appoint women who are professionally untrained but mature in life experiences, to head both men's and women's halls. Where adequate student personnel staff members within the campus community are easily available to students and residence staff, "housemothers" or "housefathers" with the appropriate personal qualifications can, within smaller halls, adequately provide mature adult leadership. Often the experience of raising a family or participating in community affairs have provided such a person with the desirable traits of leadership in working with the young adult. Now, however, this type of personnel is often more difficult to secure because of the financial independence made possible by social security, good retirement plans, and availability of more attractive jobs.

In a few campus situations residence directors may be faculty members who are part-time classroom teachers and part-time members of the Dean of Students' staff. But, the scarcity of good teaching faculty, the concern for promotions based on publication and research, and the confinement of residence hall living are all deterrents in persuading part-time faculty to serve on the Dean of Students' staff as residence hall workers.

Campuses that offer advance graduate work may use married couples as residence directors while the husband or wife is pursuing a doctoral degree. Many times graduate students are willing to extend the length of time necessary to complete a degree in order to benefit from the experience of serving as a residence director. They sometimes find it satisfactory to assume full-time jobs in the halls, take one or two academic courses during the year, and then carry full academic program during the summer. Usually such persons have good experience and provide excellent challenges to students but the normal stay on campus is three to five years. Necessary continuity must then be provided by permanent staff in the Dean of Students' office.

Assistance of Undergraduate Students

Campuses consider the characteristics of residence directors best suited to challenge students and to meet their objectives, yet they are forced to make use of available personnel. This often means using the assistance of undergraduate students. However, because of present day recognition of the value of peer culture and peer education, they often find the use of qualified undergraduate students in staffing residence halls highly satisfactory. For instance, students are more apt to accept advice and challenges from another than from "the past generation". At the same time, undergraduate assistants often provide the first and most effective contact between the student and full-time professional staff representing the college community. They provide a youthfulness, an enthusiasm and fresh approach to residence living, a willingness to learn, a receptiveness to new ideas, a loyalty and involvement in the college, and easily recalled experiences as college freshmen — all factors which open the way for close communication and interaction with fellow students.

More important than the contributions resident assistants can make towards meeting the objectives of a residence hall is the opportunity for individual growth and increased individual educational experiences which the undergraduate may receive. Serving as a resident assistant provides an opportunity to learn about human relations, to understand how to cultivate the intellect and personality of students and to conduct studies and projects related to housing problems and student needs. Many times these hall positions help to screen and recruit the potential student personnel worker for the profession.

Yet, it must be pointed out that caution is called for in employing undergraduate students as residence hall staff members. Student staff members, like all students, must not be overloaded with duties or excessive demands which may hamper their own academic and educational growth. They still need time to pursue and maintain their own individual interests. Deans, directors of residence halls, and residence directors must remain cognizant that a student who fully accepts the responsibilities of a position as a staff member may well forfeit opportunities for individual participation in activities and personal contact with other peer groups. Responsibilities given to them must be realistic in relationship to their experiences, training, degree of maturity, and remuneration, and adequate supervision and in-service education must be provided if the experience is to enhance a resident assistant's education.

In the pages ahead consideration will be given to the responsibilities most often given undergraduate staff members, the selection of these staff members and the preparation necessary to carry out their jobs effectively. The advantages and disadvantages suggested above should be kept in mind as consideration is given to the use of undergraduate students as a vital part of the residence hall staff.

Summary

Each campus must establish its own hall objectives as they relate to those of the college and must carefully select and employ the type of staff which can best meet these objectives. It is important to remember that various levels and types of personnel are available to help students within a campus community. Their work should be coordinated so that each contributes most effectively and efficiently to assist the students in meeting their academic goals. Undergraduate students, providing there is adequate supervision and training, are of great value in performing certain kinds of responsibilities and functions as resident assistants in the halls. But at all times the fact must be kept in mind that they are students and the responsibilities given to them must not interfere with their academic progress.

Chapter II

Responsibilities Assumed By Undergraduate Staff In Residence Halls

It is imperative as colleges move toward using undergraduates as staff members in the residential setting that their role be examined and defined. On many campuses residence hall jobs are the most responsible positions available for an undergraduate and are therefore greatly sought after. The advantages of working where one lives, the opportunity for personal growth, and the sense of pride and enthusiasm which occurs in day by day involvement with other students add to the prestige of many hall jobs.

Undergraduates are assigned to many types of staff positions and the amount of involvement will vary depending on the size of residence hall, types of residence hall programs, and the need for and the availability of hall staff. Undergradutes tend to work in five areas: a) administrative and office functions; b) food services; c) maintenance; d) volunteer student leadership functions; and e) student personnel functions. While the emphasis in the chapters ahead will be placed on the student personnel functions, one must not overlook the other areas in which resident assistants make valuable contributions.

Responsibilities for Administrative and Office Functions

Students in the key positions of hall receptionists are extremely valuable to the hall staff in the area of public relations. They are knowledgeable about the college campus. They can operate the switchboard, page students, and serve as a pivotal point for hall and campus communications. They can be prepared to handle emergencies and can serve as a vital link to staff communication in such situations. Students are also appealing, gracious hostesses and hosts for guests and parents and can disseminate accurate information about hall activities and special programs. Further, students may be effective in their approach and manner in maintaining appropriate lounge behavior and dress expectations in the public areas of the hall.

Resident directors in large halls find it most difficult to handle reports, gather information, keep necessary records, and file data of students. Resident assistants can be of valuable help with this multitude of paper work. They may even file personal records of students providing they are properly educated to the importance of confidential information.

Responsibilities for Food Services

Students may serve as dining room hostesses, as dining room checkers, or as waiters and waitresses. Their approach to students in the serving line makes the cafeteria a pleasant place. They often act as a liaison between student comments and those directing food service. Employment of students in these capacities can promote a better understanding of the many complexities of providing meals for students. Too often these are the last jobs students wish to accept, so every attempt should be made to make these positions attractive.

Responsibilities for Maintenance

Students are many times employed in maintenance services, usually as part-time help. They may serve in residence halls on weekends as maids and janitors. They are available either for clean-up for special events and general housekeeping duties, for inspection to determine damages or for the distribution of cleaning supplies and linens. They can promote a greater understanding of the cost of operation repair and maintenance, and services offered. They also serve as an informational channel between staff and students regarding the purpose and operational functions of the halls.

Responsibilities for Volunteer Student Leadership Functions

When discussing the contribution that students make to residence halls, one must also include those made by student officers. Student leadership is usually better accepted by students than is staff leadership and every care should be taken to utilize student leaders in their specifically defined roles. The residence director and paid staff must not use student leaders as a communication media for staff idea or as tools to get their job done, nor handle those functions which belong to student government. On the other hand they should take every opportunity possible to encourage potential student leaders to accept leadership positions. Overemphasis and misuse of a hall leadership position to carry out the will of staff can discourage potential leaders.

Responsibilities for Student Personnel Functions

Responsibilities assigned to student staff are as varied as their titles indicate. Each title tending to describe the student's role — proctor, sponsor, resident counselor, student counselor, wing or corridor manager, student adviser, resident assistant or housefellow. The general title of resident assistant is used here to designate the undergraduate staff member who works in all phases of resident living with the student personnel responsible for the residence hall. Smaller schools with limited number of students living on campus rely entirely on selected students to discharge personnel staff functions within the halls even to the extent of serving as a residence directors of halls housing as many as 150 to 200 students. However, it is common practice to use undergraduate resident assistants to help a given number of students within a hall, to assist all students, or to assist the residence director with specific functional operations.

Probably the most frequently described area of responsibility for the resident assistant is that of advising and giving leadership to groups of students living in a wing or corridor or other defined unit within the hall. The less mature and experienced the resident assistant is, the fewer students should be in his group. Ideally, when juniors and seniors are employed as resident assistants in class integrated halls, there should be no more than 20 to 25 students per student staff member. When sophomores or upperclassmen are employed in all freshmen halls, the ratio should ideally be 8 to 12 per staff member. Too often, however, this ratio is found at a top limit of 50 to 60 students per staff member.

The resident assistant often serves as general assistant to the director of a hall. He may assume the directorship during any extended absence of the director and may even have complete autonomy for a hall with supervision from a person in a central office or from area coordinators who live outside the hall. Other services may include responsibility for supervising the hall desk operations, coordinating the orientation of a small number of freshmen, and the advising of particular hall functions or programs. It is in many ways advantageous to have resident assistants help with all functions of the hall. This brings about better coordination and identity within the hall and better "team work" of hall staff.

Occasionally at DePauw University, Greencastle, Indiana, for instance, student staff may even live outside the residence hall. Outstanding upperclassmen, often with fraternity or sorority affiliations, serve as orientation leaders for freshmen in the halls, help to advise hall activities and provide a valuable type of peer challenge.

Remuneration

As is true with titles and areas of responsibilities, a great diversity is found in the amount and forms of remuneration provided undergraduate staff in residence hall. Their "pay" is both tangible and intangible. The intangibles, rewarding to the resident assistant but so often difficult to measure and evaluate, are the personal satisfactions found in the challenge and successes encountered in daily contact with other students. The position extends the resident assistant's opportunity to meet faculty and staff and to communicate in a more personal manner; thus contributing to his effectiveness and personal growth. Many opportunities are given for the resident assistant to exercise his own personality in a situation calling for leadership behavior. The handling of such responsibilities and the self confidence gained are invaluable for future endeavors.

Compensation in kind and cash are common. Complete or partial room and/or board, all or part of tuition fees, reduction in activity fees, and, depending upon the extent of responsibility, additional cash stipends are offered. Special benefits may include all or a combination of the following: private room, phone, and/or bath; special furnishings or space arrangements (possibly apartments); early registration and priority in the arrangement of class hours; parking facilities near the residence hall; social privileges, including key privileges and extended hours in case of women. Careful consideration is needed to keep the remuneration of the resident assistant in line with the program, the budget and the scope of his responsibility. Students working in the administrative office or in food and maintenance areas are most often paid on an hourly basis. This wage must be in keeping with student wages in other areas of the campus. Many campus residence halls now acknowledge the significance and work load of student government by providing the officers a choice of room, a name plate on their doors or a private phone. It is not uncommon for student leaders to be given special compensation during orientation week in the form of room and board.

Summary

The undergraduate staff member is an effective influence on his peer group and thus assumes an important role in our residential settings. There are many and varied ways in which these students may be used. Responsibilities include related areas to personnel functions such as office and administrative procedures, food and maintenance service, and student leadership. Their responsibilities need to be clearly defined as to their relationship to others in the hall and in terms of involvement and remuneration.

Chapter III

Developing Job Descriptions For Resident Assistants

Before selecting resident assistants to serve as members of the student personnel staff, it is necessary to develop a detailed description of responsibilities. The responsibilities assigned to resident assistants will depend upon contributions the residence halls are to make to the education of students on a particular campus, upon other staff within the hall, upon the experience and maturity of the undergraduate staff and the time they can be expected to devote to a job.

The student personnel worker ultimately responsible for the residence hall program normally is responsible for developing job descriptions, and for the selection and in-service education of the resident assistants. However, careful attention must be given to the relationships between this person, the resident assistant and the residence director. The residence director should have the responsibility for direct supervision of those resident assistants in his hall with whom he must have a close working relationship; the student personnel worker for the in-service education. Clashes can be avoided if the resident assistantants and the residence directors share in the development of job descriptions.

At least five areas of responsibility for students assisting in the halls can be listed: 1) helping to establish the environment within the hall; 2) assisting groups and individual students; 3) advising student activities 4) enforcing rules and regulations; and 5) assisting with administrative responsibilities.

Establishing the Environment Within a Residence Hall

The environment within a residence hall should be a pleasant and friendly one with a lack of "pressures". Yet an expectation must be set which indicates strongly to the students their major reason for being in college. It should be an environment in which students are made more aware of the academic and cultural excitement of a campus community than they might living at home or in an unorganized housing unit. The capacity of resident assistants to effect this desired environment may be utilized through the following responsibilities:

Greeting new students and making them feel at home.

Acquiring knowledge about outstanding faculty, curriculum, and academic programs on campus in order to pass on encouragement and enthusiasm to students.

Setting an example by their own good study habits within the hall.

Developing students' respect for one another as well as respect for private and public property, and for authority.

Assisting student officers in finding better ways to provide conditions for proper study.

Becoming aware of special scholarship or honors given to students within the hall and providing recognition for the students from their living unit.

Attending and encouraging other residents to attend special college convocations, theatrical productions, auditorium programs, musical programs or special lectures.

Encouraging conversation at meal time on current programs on campus, major current events or social issues of the day.

Stimulating a natural curiosity for the "world" around self and other students.

Providing an example of friendliness and assistance to students and becoming acquainted with one another.

Being responsible for bulletin board(s) and notices to keep residents informed of hall and campus educational and cultural activities.

Being aware of study habits and academic problems of students within their hall

Knowing faculty on campus and developing good personal relationships.

Encouraging visits to the residence hall from faculty guests, community leaders and special guest lecturers on the campus.

Knowing and providing information on the use of library and available study facilities on campus and within the residence halls.

Being knowledgeable about religious activities of the campus community.

Assisting Individual Students

Often the first stop for a new student on a college campus is his residence hall, and the university staff members with whom he first becomes acquainted are the resident assistants. Nowhere else do students spend as much time and nowhere else will there be college representatives who have such consistent contact with students. With

numerous opportunities within the residence halls to know students as individuals, to challenge them in obtaining the most from the college years, and to help them meet their needs, resident assistants may lend invaluable help by:

Knowing as many students as possible within the hall.

Showing a sincere interest and friendliness to all students.

Visiting with students.

Being a good listener.

Being aware of student's goals and abilities and potential for achievement.

Being aware of social isolates and helping them when possible to make friends and become a part of the campus community.

Being aware of attitudes and behavioral patterns of students.

Being aware and assisting students who may become ill.

Knowing resources in the campus community to help students.

Being able effectively to refer students for help.

Having reference materials available, i.e., the college catalogues, listing of student services, handbooks, class schedules, campus calendar.

Bringing out potentials of students to contribute to residence hall programs and campus activities.

Providing a source of information from minor problems to the more complex; how and where to mail packages, how to work the laundry machines, how to register and enroll in classes, what rules exist and the justification of general regulations.

Being aware of problems of adjustment of new students.

Being aware of student needs and letting them be known to the college administration — physical, emotional, and personal needs.

Encouraging students to make contributions which benefit the living group and individual members.

Providing spiritual counsel.

Influencing others by precept and example in dress, social poise and standards of speech.

Providing accurate student evaluations.

Helping students meet dating problems.

Being available for casual contacts; developing a pattern of "available times".

Writing to new students.

Assisting students in finding their own identity.

Advising Student Activities

Sound, well planned activities are the very basis by which residence halls can contribute to educational experiences of students. These activities are varied, and the most effective programs are those which are initiated, planned and carried out by students. The hall staff often times provide the stimulation for planning. It is in this area that undergraduate student assistants usually can offer the help of a great deal of experience and interest. Their responsibilities may include:

Encouraging student responsibility for their own residence hall programs.

Helping students find a balance between participation in hall and campus activities and their academic responsibilities.

Being aware of possible activities for hall groups and having available creative suggestions which students may accept or reject.

Encouraging living unit activities as well as hall activities.

Showing an enthusiasm for activities planned by student officers.

Supporting activities of the hall by personal attendance and participation.

Assisting in holding effective unit meetings.

Providing a leadership role until officers are selected.

Knowing responsibilities of officers and assisting in leadership training.

Having knowledge of college rules and regulations which affect social activities and the reasons for regulations.

Developing ways of challenging students to make wise decisions.

Knowing and setting an example in teaching proper social etiquette.

Interpreting college traditions and encouraging participation in total campus activities.

Enforcing Rules and Regulations and Helping to Provide a "Control"

Although there is controversy over involvement of student staff as disciplinarians, the responsibility for preventive discipline and an explanation as to the needs for control should be the responsibility of resident assistants. Realistically, if students are full members of a hall staff, they become involved to some degree in enforcement of rules and regulations and thus involved with discipline. Responsibilities in this area may include:

Setting an example by adhering to rules and regulations of the college and residence halls.

Knowing college and residence hall rules and regulations and reasons why they are advantageous to the students.

Assisting all students in knowing what is expected of them and the reasons for these expectations.

Encouraging student involvement in evaluating and recommending changes in rules and regulations.

Encouraging student involvement in enforcement of rules and regulations, including the development of Judicial Boards and/or standards committee.

Assisting individual growth toward self-disicipline.

Knowing and instructing in procedures to follow during outside demonstrations.

Knowing and interpreting the college's philosophy of discipline.

Recognizing signs of campus unrest and working to help students understand the issues.

Reporting behavioral infractions according to determined policies

Assisting with Administrative Details

The larger the hall the more administrative details that must be handled. Often students are hired on an hourly basis to perform certain basic office tasks. However, resident assistants may and do become involved in many administrative responsibilities such as:

Knowing how to contact health services, firemen, safety and policemen in case of emergencies.

Assisting with public relations by being able to explain residence hall staff and programs to faculty, university guests, parents and students.

Meeting and visiting with parents.

Preparing necessary records and reports.

Collecting data cards as needed.

Encouraging attractive rooms.

Assisting with room checks as required by hall operation.

Participating in staff meetings and committees which may develop policies and provide for evaluations.

Assisting with communication among staff members, students and the college community.

Keeping the resident director informed of major plans being developed by students.

Opening and closing of the hall.

Assisting with general physical needs of the hall; lights, curtains, general "pick-up".

Calling attention to necessary repairs.

Assisting at receptionist desk; handling switchboard, accepting and delivering messages, checking in guests, handling routine student records, serving as hostess in hall, providing information or assisting with secretarial responsibilities.

Serving as liaison with those responsibile for housekeeping functions.

Selectively reporting happenings within the halls which are of major concern for persons in charge.

Obviously no single student can be expected to carry out all the responsibilities in the preceeding lists, but all of these functions are performed on various campuses at various times by undergraduate students.

When a job description for resident assistants is developed, thought must be given to the students' maturity and experiences. Sophomores may do an excellent job in providing friendship for new students, in helping them adjust to a new environment, and in providing basic information. On the other hand they may not have the experience and ability to provide leadership training for officers of their hall nor have the wisdom and experience to challenge students in their decision making.

Many responsibilities listed here are too controversial to be acceptable to some student personnel workers. Responsibilities for religious counsel, for example, or for hall devotionals would most likely be limited to resident assistants in a church related college. On the state college campus the resident assistant might be encouraged to refer students to various church foundations. The philosophy of personnel workers also differs as to the role resident assistants should play in the enforcement of rules and regulations. Many feel that every effort should be made to prevent the resident assistant from being a disciplinarian. When he is known as the "Dean's Representative", the advantages of being a student helping students is lost. Both of these cautions have been expressed well:

> "Having to pass down to others decisions made by those with authority is a task not always conducive to a relationship of mutual understanding."[1]

> "The student assistant will never be asked to be the mouth piece for the administration nor to assume the stature of a full fledged faculty member . . . At no time during the term of office of a student assistant will she or he be asked to break a confidence with a student or become a reporter of mistakes to anyone . . . Student staff assistants who are able, loyal, have a real sense of integrity, and "know how" and are not disciplinarians."[2]

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[1]Berry, Margaret — *Evaluation of Student Assistants*

[2]Champion, Mary — "Manual for Student Assistants in the Residence Halls, 1965-66" pp. 16-27. (Oregon State College of Education, Monmouth, Oregon)

There are those personnel workers who see the resident assistant primarily as a "big sister" or "big brother". On some campuses he is seen as an undergraduate teacher. "In a very real sense the student assistant becomes a teacher for the 25-30 men in his residence wing." (Wisconsin State University, Stevens Point, Wisconsin.) On some campuses the resident assistant as a senior is seen as a full fledged staff member of the Dean of Women's or Dean of Men's office. He has many responsibilities for discipline and control as well as activities to advise and operation duties to perform. In many halls, especially in men's halls, the resident assistant is expected to be a "central" figure. With proper preparation for the job and under proper supervision undergraduate students can handle discipline. However, they must know this degree of final authority and their line responsibilities to other staff members.

Summary

Resident assistants can accomplish certain tasks better than anyone else. Their peer acceptance includes acceptance of standards which they set by their example. As policies are being developed, their view points as students are most valuable to the Dean, the Director of Housing, and to the Residence Director.

In developing a job description, one must consider responsibilities assigned to the residence director and to the Dean's office. Expectations of service from resident assistants must be realistic in terms of their time as students and in terms of their maturity, experience and training. Each college must determine its own areas of responsibilities for undergraduate resident assistants and these should be understood and accepted by those responsible for residence hall programs and for the students who live in the halls. Resident assistants can exert great influence on the students' environment, and be of valuable help to individual students; they can advise student activities and assist in enforcement of rules and regulations and with administrative details.

SAMPLE JOB DESCRIPTIONS

A. Student Assistant — Women's Halls, Washington State University, Pullman, Washington. Co-ed — Enrollment 9,000.

General Statement

A student assistant is a graduate student, senior or junior undergraduate, who because of her maturity, scholarship, experience and interest, has been selected by the Dean of Women to assist the Head Resident with various aspects of the hall program. She resides in the hall and is assigned to a particular floor and room by the Head Resident. She has the following specific responsibilities for a floor unit:

1. PROGRAM
   a. Works with the Head Resident or Graduate Assistant in the following areas of the hall program:
      1. *Orientation*: Assists the sponsors and other officers in developing a program of hall and campus orientation for the new students.
      2. *Scholarship*: Works with the total scholarship program in helping to promote a mature and conscientious attitude in students toward scholarship and the importance of higher education.
      3. *Student government*: Assists the various hall officers in developing hall and floor unity and has an understanding of hall and university rules and regulations and policies. Aids in establishing lines of communication between hall government and the students.
      4. *Other*: Assists with other aspects of the program; e.g. social, cultural, etc.

2. MISCELLANEOUS

   At the discretion of the Head Resident or Graduate Assistant she will assume a minimum responsibility for the following:

   a. Office hours
   b. Switchboard and/or desk duty
   c. Evening duty
   d. Hall and student records
   e. Clerical work

The student assistant is expected to abide by hall and university policies and regulations and to exemplify in her own actions the high standards of the hall and the university. It is recommended that the student assistant not be otherwise employed or hold any major committee membership or major university or hall office.

B. Student Leaders — Residence Halls, Bennett College, Greensboro, North Carolina. Woman's College — Enrollment 600

1. To help build a spirit of order and quiet at all times.
2. To take charge of the building in the absence of the Director.
3. To check overuse of lights and water.
4. To inspect rooms and work with leaders on housekeeping procedures.

5. To know the standards, rules, and regulations of residence life so well that she is capable of interpreting the same to other residents.
6. To attend all House Council meetings and house meetings.
7. To be conscious of situations in group living which may develop into problems and work closely with the House Council and the Director in such situations.
8. To uphold standards of the College in her own activities and serve as counselor and guide to those living in the residence hall.
9. To discuss irregularities of conduct, neglect of tasks, and infringement of regulations with the House Council and the Director.
10. To encourage students to attend worthwhile activities, such as mid-week vespers, Lyceum programs, plays, etc.
11. To lock end doors at 6 p.m. and sit on desk duty during dinner hours.
12. To issue cleaning supplies and secure clean mop heads on Saturday morning.
13. To work out and check on the schedule for the use of the dormitory kitchen.
14. To clean the dormitory guest room and office.
15. To serve as official student hostess to guests housed in the dormitory guest room.
16. To know what to do in emergencies.
17. To check the sign-out sheets at closing time and submit them to the dormitory director for further checking and filing.
18. To replace sign-out and telephone sheets at closing time.

C. Resident Assistants — Men's Halls, Miami University, Oxford, Ohio. Co-ed — Enrollment 15,000.

1. General responsibilities

Remember, You are the example of a mature college student. Your dress, speech and general conduct are being watched continually. The new students are quick to reflect your attitude in regard to the respect you hold for others, for property, and for authority. Know and abide by the University rules and regulations. Make friends with the freshmen on your corridor early. Help them to find the answers to their many, many questions. Be available to your Head Resident. Drop by his suite often, particularly during the early weeks of the semester. He needs and wants your help in the operation of your hall. Also, it is desirable to establish and maintain a close working relationship with your fellow counselors or resident assistants.

As you know, your proficiency in academic matters was one of the factors considered to be important in your original appointment. It will be necessary for you to maintain a satisfactory record in order to retain your staff status. In your relations with other residents you will be able to best emplasize the importance of scholarship by being a good example yourself.

2. General duties

Time In

The Resident Assistant will spend every other night in the hall *with his door open* (3 nights one week and 4 the next).

Corridor Meetings

From time to time you will need to hold meetings of all the students in your corridor. You should encourage attendance of all residents at these sessions.

Record Cards

You are to keep a written card of the conduct of residents in your corridor. These cards may be called in by the Head Resident at any time.

Judicial Functions

If residents do not cooperate with your positive suggestions, discuss the problem with the Head Resident and Assistant Head Resident so that further steps may be taken to assure compliance.

Routine Duties in your corridor

Enforce the quiet hours.

See that the residents keep their doors closed — YOUR door should be OPEN when you are on duty.

See that name tags are kept on all doors.

Enforce all University and hall regulations.

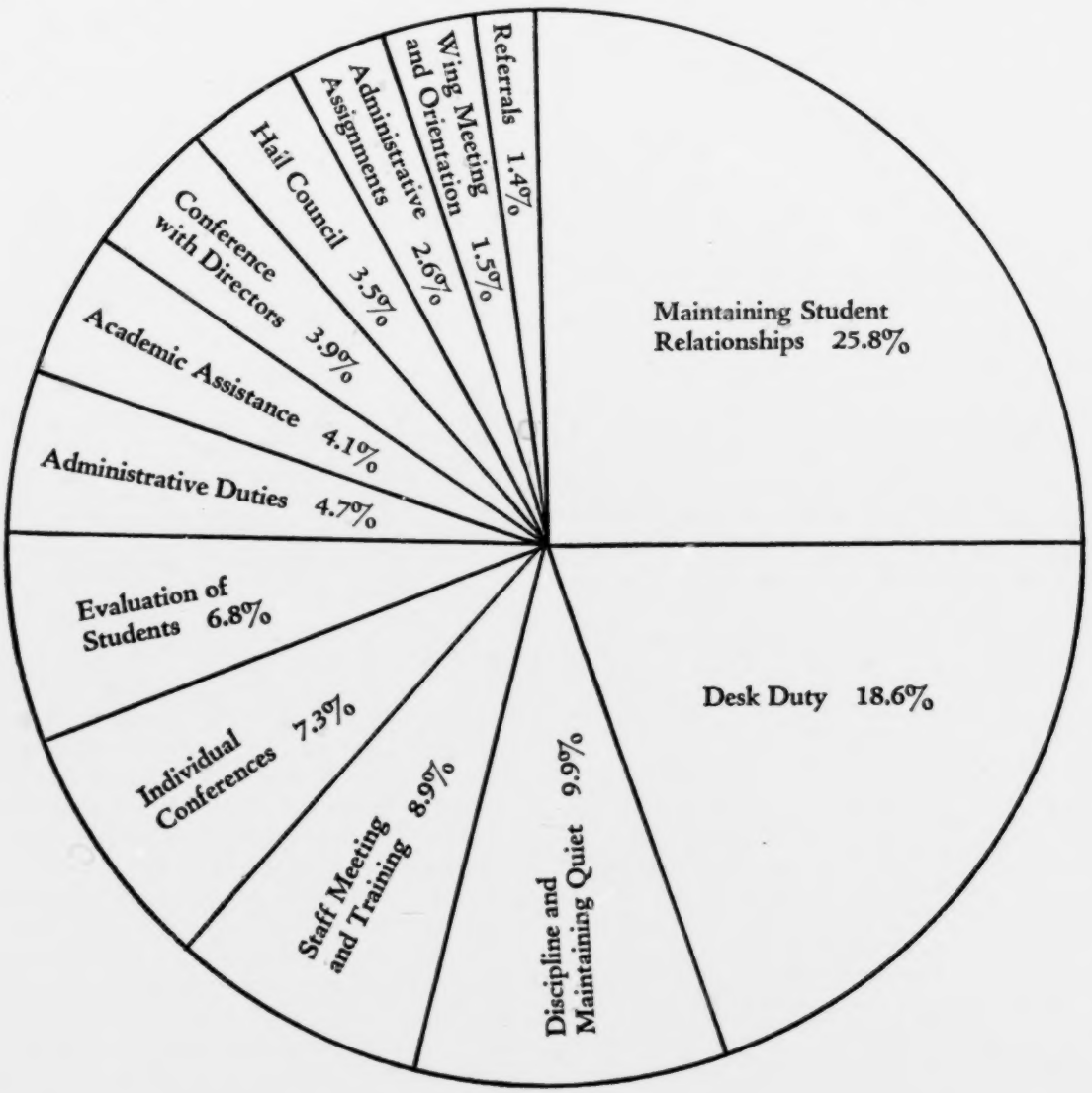
Report needed repairs to either the Head Resident or the Assistant Head Resident.

Report any sickness, abnormal behavior or long absences of any resident in your corridor to the Head Resident or Assistant Head Resident *at once!*

Weekly Staff Meetings

You are expected to attend the regularly scheduled weekly staff meetings.

D. Responsibilities of Student Assistants, Wisconsin State University, Stevens Point, Wisconsin. Co-ed; Enrollment, 5,000
Responsibilities of Student Assistant in percentage of time devoted to each area of responsibility.



Chapter IV

Selecting Undergraduates For The Residence Staff

The selection of undergraduate staff members follows a basic skeleton structure of time sequence — due dates for applications, completion of references, and deadlines for final choices in order to initiate the training program. However, apart from these time commitments, regular publicity and development of sources should continue throughout the year.

The reputation of a resident assistant position as held by students is most important in securing applicants. Everything possible must be done to put a positive emphasis on the opportunity available to students. Attractive, accurately worded job descriptions can be distributed throughout the campus. Notices and stories in the campus newspaper, informational brochures to the faculty, and announcements at hall meetings, club meetings, and on the campus radio station can be of help. When students are being considered for special awards recognition should be given to the residence hall responsibilities they have assumed. Groups such as sororities and fraternities should be encouraged to view with pride their members who are selected for hall assistantships. Special student staff banquets, participation in student personnel staff and faculty functions not only provide favorable publicity and increased rewards for the participants, but also expand campus awareness and knowledge of the contributions these students make.

Qualifications

While ideally possessing almost every favorable attribute of human nature, candidates for undergraduate student staff positions must specifically possess and be able to convey the image of responsibility and intelligent maturity which is demanded in their jobs. It is essential that they be prepared to work with and be available to individuals of widely divergent backgrounds. They must themselves as persons be comfortable with ideas. They must be persons with their own convictions but must not force them on others. They must be free of extreme prejudices and tolerant of those whose views differ from their own.

Certain specific qualifications are required by most programs. First is adequate scholastic standing, including a given academic average and the absence of any academic warming or probation. Anything less than clearly established competence in this area contradicts the college's reason for existence and questions the student's ability to help others succeed at a satisfactory level. In addition, the demands of the time and commitments of a resident assistant can jeopardize continued scholastic success if there is little margin above the minimum. As important as the actual scholastic record is, a real interest and enthusiasm for the scholarly events on campus does much to arouse others to becoming real scholars.

Not only must the student show proof of good academic standing and interest, but at the time of selection his citizenship record must be positive. There can be no indication of current disciplinary difficulty. The resident assistant becomes a "model" for his peers. The acceptance and understanding of college rules and regulations allows for clear interpretation to other students and may be the basis for good preventive discipline.

Another common requirement is that of a stated class rank. The sophomore may be preferable in working with freshmen because of their nearness to the perplexities and enthusiasms of a first year on campus. Other schools will prefer juniors or seniors. The key factors are a certain minimum development of maturity with experience related to but beyond that of the other students whom they will be influencing.

It is mandatory that the student's schedule provide sufficient time for the position. The simultaneous holding of other major campus offices, outside paid jobs, departmental fellowships, certain academic commitments, and serving as a sorority or fraternity pledgeship during the time of employment are commonly discouraged, and many times prohibited. This involvement by the resident assistant in student leadership positions must be evaluated in terms of the effect it will have on the responsibilities to be carried on within the hall. Sometimes the resident assistant may be more effective in setting an example for his peers by being associated with total campus functions. However, this involvement should avoid bringing about interest clashes with students in the halls. Student teaching for instance often brings about complicating responsibilities which interfere with a resident assistant's duties. A student attempting both must plan carefully and prior to acceptance of the dual responsibilities permission should come from both the student teaching office and the residence director. Hourly class enrollment beyond a certain maximum is commonly defined.

Personal characteristics of those holding undergraduate staff positions can perhaps be adequately described but

are less easily identified. Is there motivation for the position and its responsibilities? More important, is to answer the question "what is behind this motivation?" The glory-seeker and the person needing financial subsidy are not often motivated to give the "extra" time and energy necessary to the resident assistant's responsibilities.

Good physical health including mental and emotional stability is particularly important. The student must be flexible in organizing his own sleep and study patterns around the demands of the staff position. A resident assistant whom students feel free to approach with questions for personal help often finds that the time students most frequently seek this help is late at night or during the pressure time of year. The resident assistant's sensitivity to others and insight into their lives as well as his own must be tempered with objectivity which prevents him from becoming submerged in the staff job neglecting his own life. Resident assistants must have the opportunity and time in the social life to be students! Such a balance is possible only in a person of considerable maturity and ability.

Unless communication skills characterize the student staff member, other valuable attributes will remain hidden. He must possess an ability to meet people with poise, be able to express himself in a clear and thoughful way both written and verbally, and exhibit a sincerity and integrity. There must be an obvious interest in and concern for others, so that all to whom the staff member must relate (peers, faculty members, and full time residence and administrative staff) will accept this person in a positive manner. It is vital that the resident assistant possess the ability to respect a confidence and that he has an innate grasp of the ethics of the situation. The ability to work with people will be facilitated not only from such skills but from a favorable personal appearance in being well-groomed, neat, and attractive. A basic approachability will be determined by an over-all cooperative attitude and influence. A sense of humor will rescue a resident assistant from more than one occasion, and an open-mindedness to approach situations objectively is essential.

In seeking those students who have these personal qualities necessary to relate well to others, it is common to seek those who have assumed student leadership roles. However, qualities such as expressed above are as much demonstrated by the all-round "solid citizen" as they are by the well known campus leader. Just because a candidate has achieved prominence through student leadership positions does not always provide the best background of experience for qualifying as a resident assistant. These experiences must be evaluated in terms of degree of responsibility assumed, acceptance by other student officers, and creativity in carrying out the student leadership role.

In addition to the qualifications above which are required on almost all campuses, there are other qualifications of major importance. Some colleges will require participation in pre-job training sessions. These may be in the form of a credit course, or simply four to six carefully planned sessions. When credit is given the classes are most commonly found in the education or psychology departments and are given the spring term before the student assistant appointment becomes effective. Secondly, although many schools will use resident assistants on a shorter appointment, it is wise to give preference to those who can hold the job for the full year. Such continuity provides more effective in-service training and better communications between students and staff.

These latter requirements, while most valuable, are becoming more difficult to maintain. This is especially true on campuses operating on a trimester basis, having Junior Year Abroad programs, or where student teaching and special Internship programs take students away from the campus. They can not always assume their jobs for a full year, and may find it difficult to participate in pre-job training. Pre-school workshops with continuing training programs represent useful alternatives.

Another qualification commonly considered in selecting resident assistants is the requirement that undergraduate assistants previously must have been contributing members to residence hall living units. They must have lived in the halls for at least a year. This often brings about better rapport with student officers in the halls and eliminates the need for a great deal of the basic in-service training. This becomes more important on a campus with a strong fraternity-independent split for residents of the halls must sense a support and enthusiasm on the part of the resident assistant for the activities of the halls.

Recruiting Candidates

The number of positions available and the size of campus will determine the degree of active promotion and recruitment that is necessary to secure candidates. Encouragement of students to apply for resident assistant positions must be an on-going activity. The key people will be the current resident assistants, the residence directors and the entire student personnel staff.

After job descriptions are developed which thoroughly explain the responsibilities of the position, the next step is to develop an application form. Applying for a resident assistant position can and should be a learning experience for the applicant. It will be the first encounter for many with the necessity of listing references, having a personal interview, and presenting themselves formally to an employer. Basic information on an application should include:

a. Name, home and school address and phone number.
b. Number of academic hours completed, accumulated grade point average and the average for the past semester. If the campus is large a transcript may be requested.
c. Activity participation on and off campus, including offices held.
d. Work experience.
e. Any obligations for the year which may affect the time which can be given to the assistantship. i.e. student teaching, other jobs, or student leadership positions.
f. References which should include an employer, a faculty member, a member of the student personnel staff, and a current resident assistant or campus student leader.

These applications may be distributed in many ways. Some campuses prefer to ask student personnel staff, faculty, resident assistants and student leaders to nominate persons. The nominees are screened to assure that they meet basic qualifications and an application with a letter of invitation is sent to those who meet the initial requirements. When this method is used every care must be taken to avoid the stigma that the "Dean's Favorites" secure the jobs. This attitude can easily give the "hand-picked" assistant an aura of non-student identity which makes it difficult for him to relate effectively to other students.

If the campus is large an attractive announcement may be printed for bulletin boards and placed both in residence halls and in the class room buildings. Letters of announcements along with applications can be mailed to presidents of recognized student organizations, faculty members and residence hall officers. This announcement should include the basic qualifications for and responsibilities of the job.

If references are required, these persons must be contacted. Many have found it advantageous to develop a rating scale for evaluation of major characteristics necessary for the job. Because of the dangers of this method of evaluation, others have learned that it is best to send to the person of whom the reference is requested a brief job description and request an evaluation of the applicant's ability to carry out these responsibilities. A combination of the rating scale and the open reference is obviously the best.

In securing qualified applicants there is no substitute for the enthusiasm of the resident assistants and the residence directors. If there is a shortage of applicants the student personnel staff needs to evaluate carefully the reasons for a low image of the resident assistant position among students, and whether job responsibilities are realistic in light of the students' academic goals.

Selection Process

The actual selection process should include an evaluation of all applicants in light of stated qualifications, references, and the characteristics essential to the job. There appears to be no substitute for a personal interview as the initial step in the selection process. A discussion of job responsibilities during an effective interview can be the beginning of in-service training. At this time the basic personal qualities which affect the student's ability to relate to others can be evaluated. More important, the interview allows for an assesment of attitudes of students towards the residence hall programs and the duties to be assumed.

The interview may be carried out by residence directors, resident assistants or student leaders, the student personnel staff member responsible for residence halls or the Director of residence halls. The involvement of students in interviewing is being most effectively used on many campuses. They are more able to evaluate those qualities which will bring about best student acceptance. Some campuses use faculty members to assist with interviews. When faculty and students are involved it is customary for the candidate to also be interviewed by a residence director or a member of the student personnel staff. The latter personnel are usually better qualified to describe the responsibilities of the job and to answer detailed questions concerning it.

Interviews may be on a one to one basis, or may be conducted by a panel which represents faculty, students, and/or student personnel staff. In any case the interviews should have advance structuring so that the same basic information is gathered from and given to applicants, and so that the setting and procedures will place the applicant at ease. It is sometimes most difficult for a panel to conduct an effective interview. If this method is used a "team approach" must be developed and every caution should be taken to maintain an "easy atmosphere" with the candidate. The number of applicants will of necessity determine the available amount of staff and student time in carrying out interviews. If the number is large it is most difficult to use a panel approach. To avoid personality clashes and allow for the greatest objectivity it is wise to have more than one persons' interview evaluation.

Some campuses have found it worthwhile to hold a one day workshop, a weekend retreat or a series of pre-selection sessions for applicants. Through discussions, case studies and problem solving devices it is possible to give applicants a more thorough knowledge of the job for which they are applying. These sessions also provide the

opportunity to better observe and evaluate the applicants' inter-action with peers and staff, to assist more realistically in assessing attitudes and to evaluate adaptability to similar situations. If these sessions are well planned they will provide opportunities for personal growth of all candidates.

Although there are many advantages to having a committee of resident directors, student assistants or student leaders, and/or faculty members evaluate all candidates and make recommendations for final selection, the final selection must be made by the person directly responsible for the student personnel staff within the residence halls. In order to avoid in-breeding brought about by fraternity or departmental influences, and to avoid charges of favoritism being made, every attempt should be made to have the resident assistants represent various segments of the campus. An effective rsidence hall program should have a diversity among the resident assistants in terms of attitudes, attributes and skills of the staff.

The time when applications and appointments are made is important. It must be coordinated with the pattern of student leadership selection, thus allowing students to choose wisely between running for a major campus office and applying for an assistantship. Resident assistant positions should not be for the "left overs," further, the extension of leadership experiences to as many students as possible should be facilitated by the entire selection process. Appointments must allow time for spring training sessions, and must be coordinated with the needs of students to determine their living arrangements for the following year.

Appointment letters should indicate clearly the special limitations and expectancies of the job such as permissable academic load, restriction accepting other employment, requirement for attending pre-school workshop, etc. Since upon accepting a staff position the student must understand the obligation he has to fulfill his agreement, an effective and business way of stressing this obligation is the use of a contract. Such a contract may provide the opportunity to place in writing major expectations of the job. In spite of such an emphasis many changes in plans occur during the summer; therefore, to protect the residence halls and assure adequate staff it is often wise to provide or alternate appointments.

Placement of Resident Assistants

Depending on the role assigned an undergraduate assistant, consideration must be given the impact which a number of factors will have on the eventual assignment to a given residence hall and room. If the resident assistant continues as a resident in the same hall in which he lived previously, what relationships are apt to exist with other students? How many of the present occupants will probably return to the same building next year? Can the resident assistant live in one hall but work in another, particularly if there is a preference not to move? Should the resident assistant have a single or double room? If there is a roommate, must this be another resident assistant?

For many reasons it is best to assign an undergraduate to a unit other than the one in which he lived before becoming a staff member. Many problems are avoided and students maintain their earlier friendships without concern for disciplinary responsibilities or for handling confidential information. Resident assistants generally should be placed in residences where it is felt they will relate best to the students and to the residence director. While there should be provisions for various types of students, it creates unnecessary difficulties and tensions if opposite types are assigned to work together.

Budgetary concerns oftentimes play a role in determining where resident assistants may be assigned to single or double rooms. Every attempt should be made to provide a single room. This affords the staff member an easier opportunity for an "open door" policy so students feel free to visit him, and at the same time allows adequate privacy when needed.

The location of the room within the hall may also be important, especially in a high-rise building. While space tends to be considered "special" in providing larger areas, private baths or some similar advantage, it is necessary to locate the room in some predetermined relationship to physical arrangements of the building and other staff members. It is not wise to have all staff rooms on one side of the building or in the same location on every floor of a high-rise building. The better variety there is in location of rooms the more available staff can be to students and for handling emergencies.

Summary

Decisions on selection and placement of resident assistants should be reached only after careful planning by all staff members responsible for the halls. In this way a given campus can develop a program appropriate to its needs. Certain basic qualifications should be required of all candidates: good scholastic standing, good citizenship, time to put into the job and an ability to relate to peers and other staff members. Careful consideration to actual placement of individual staff members brings about better contact with students and aids the resident assistant in carrying out his responsibilities.

SELECTION PROCESS

A. The State University of New York, Harpur College, Binghamton, New York; Co-ed, enrollment 2,000

1. A Central Committee is formed, consisting of one present student counselor from each of our five women's residence halls The Director of Women's Residences chairs the Committee. Two other full-time staff members also work with the Committee.

2. The Central Committee makes decisions regarding technicalities, e.g., distributing applications, deciding eligibility requirements such as academic average, etc.

3. Each residence hall has a selection committee composed of one-half of the student counselors in that hall. (One of them serves on the Central Committee.) Members of the selection committee attend a training session concerning interview techniques.

4. Each applicant is interviewed by the selection committee of the hall in which she lives. (Staff are not members of this committee.) The selection committee places the applicants in the following categories: highly recommend; recommend; and do not recommend. The recommendations are forwarded to the Central Committee for final selections.

5. Each applicant is also interviewed by a staff member, who completes a written evaluation, which is also forwarded to the Central Committee.

6. Both committees have access to the folder on each applicant, including her application, reference letters, and evaluations by present student counselors.

7. After final decisions are made, we send four kinds of letters to the applicants: acceptance, alternate, re-apply later, and rejection.

B. Spelman College, Atlanta, Georgia; Women, enrollment 700

1. Steps in the selection of the junior counselors:

   a. Prospective junior counselors are suggested by head residents, counselors, and interested persons.

   b. Applications are mailed to those suggested. Any student who wishes to be a counselor may request an application.

   c. The applicants are screened and evaluated at the first personnel staff meeting in May. Each applicant must have unanimous approval in order to be selected.

   d. Juniors and seniors only are selected and the preference is given to seniors. The juniors interested in becoming counselors act as alternates.

2. Requirements and responsibilities of a counselor:

   a. Classification: junior or senior in September, 1966

   b. Scholastic average: C plus or above

   c. Good citizenship

   d. Maturity of judgment

   e. Emotional stability

   f. Respect for the ideals and traditions of the college

   g. Participation in the life of the college

   h. Rapport with fellow students

   i. Ability to interpret constructively the policies of the college

   j. Ability to work diligently for the successful adjustment of her counselees

   k. Both junior counselors and alternates attend weekly in-service seminars planned to examine current problems, to discuss techniques in counseling, to assess progress, to review recent trends in personnel and to assist in research projects which will add to the personnel profession

   l. A 15 hour per week desk duty

SAMPLE APPLICATIONS

A. Wheaton College, Wheaton, Illinois; Co-ed, enrollment 2,000

APPLICATION FOR RESIDENT ASSISTANT

WOMEN'S RESIDENCE HALLS

Wheaton College

NAME _____
(Last) (First) (Middle)

HOME ADDRESS _____
(Street) (City) (State)

WHEATON ADDRESS _____

Age _____ Height _____ Weight _____ CLASSIFICATION (at the present time)

Fr. _____ Soph. _____ Jr. _____ Sr. _____

MAJOR FIELD(S) OF STUDY:

_____

_____

MINOR FIELD(S) OF STUDY:

_____

_____

Cumulative grade point average _____ Grade point average last term _____

Last term you expect to be on campus _____

Vocational interests and goals _____

Extracurricular:

ACTIVITIES PARTICIPATED IN:

_____

_____

_____

OFFICES HELD:

_____

_____

_____

Other experiences which might aid you as a counselor and resident assistant:

_____

_____

Why do you want to become an R.A.? _____

_____

_____

Spiritual experiences this past year _____

_____

_____

(over)

If selected as an R.A. do you plan to do other remunerative work during the school year? If so, explain.

Scholarship or financial aid presently received _____

_____

What residence halls have you lived in? _____

_____

Your tentative plans for this summer _____

_____

If selected, could you return to campus for freshman orientation? _____

List unusual factors in your schedule for next year, i.e. student teaching, music or speech recitals, etc.

Indicate in order of preference the residence hall you would like to be assigned to:

Evans _____ McManis _____

Williston _____ Smith _____

No preference _____

Small College house (Howe, Eastgate, Blanchard) _____

Have you read the information regarding the responsibilities of an R.A. _____

List two references, preferably on-campus faculty or staff; or a close acquaintance in the Wheaton community.

_____

(Name) (Address)

_____

(Name) (Address)

Date _____ Signature _____

Please return to the Student Personnel Office

B. Kent State University, Kent, Ohio; Co-ed, enrollment 19,000

APPLICATION FOR RESIDENT ASSISTANT
WOMEN'S RESIDENCE HALLS 1966-67

Name _____

Kent Address _____

Home Address _____

Academic Record: Previous Quarter _____

Cumulative _____

Expected Date of Graduation _____

Major _____

Activities Record: Participation: _____

_____

_____

Offices: _____

_____

_____

Residence Record: First Year: _____

Second Year: _____

Third Year: _____

Personal Record: 1. Person who interested me in Resident Assistant:

_____

2. My qualifications for Resident Assistant:

_____

_____

3. References: (One Resident Counselor)

_____

SAMPLE REFERENCE FORMS

A. Pennsylvania State University, University Park, Pennsylvania; Co-ed, enrollment 30,000

THE PENNSYLVANIA STATE UNIVERSITY
UNIVERSITY PARK, PENNSYLVANIA

Office of Student Affairs — Office of the Dean of Women

January 1966

ANNOUNCING . . . THE STAFF AIDE APPRENTICESHIP PROGRAM

We are establishing a training program for prospective Staff Aides which will begin in February, 1966. The purpose of the Staff Aide Apprenticeship Program is to provide a training program for students who have demonstrated some leadership capabilities to serve in the capacity of a Staff Aide in our residence halls.

The program will be open to women of 5th term standing. All students must be recommended by a staff member. Each student considered should have an ALL-U average of 2.3 and previous leadership experience.

We would appreciate your cooperation in recommending outstanding students for our program and in informing the students that you have recommended them. Upon receipt of your recommendation, we will send the student an invitation to apply for the program.

Thank you for taking a few moments out of your day to fill in the recommendations.

STAFF AIDE APPRENTICE RECOMMENDATION FORM

I recommend the following student for the Staff Aide Apprenticeship Program:

Name _____ Campus Address _____

Phone No. _____ Term _____

Please evaluate the above-mentioned candidate using the criteria of maturity of judgement, reliability, initiative and leadership capabilities:

State any additional attributes possessed by this candidate:

Signed _____ Position _____

Address _____ Phone _____ Date _____

Please return this form to Miss Barbara Specht or Miss Linda Hartsock, 111 Old Main, by January 14, 1966.

B. Indiana University, Bloomington, Indiana; Co-ed, enrollment 25,000

INDIANA UNIVERSITY
RATING SCALE FOR RESIDENCE HALLS ASSISTANTSHIPS

Name .....

Please make an honest judgment of the qualities this candidate possesses for effective work in the personnel field. Rate each characteristic by placing a check mark (✓) in the appropriate block or by underlining the word or phrase which provides the most accurate description. Use several words or phrases in each line or make additions or deletions if necessary.

PERSONALITY: Consider your reaction to this person, poise, mannerisms, ability to make a pleasant impression. Do not over-emphasize first impressions.

Makes favorable impression.	No particular impression. Colorless	Somewhat irritating. Unfavorable impression.	Very favorable impression. Outstanding.

Comments:

INITIATIVE: Consider the ease and vigor with which this person approaches a new situation and carries the work to completion.

Needs occasional stimulation.	Entirely self-motivating.	Capable of routine work only.	Depends wholly upon others.

Comments:

COOPERATIVENESS: Consider attitude and ability to work with others, how the candidate gets on with superiors, equals, subordinates. Receptiveness to suggestion and criticism.

Too individualistic: not a team worker, causes conflict in a group.	Can do satisfactory work with others, but tends toward being individualistic.	Works well with others. Very adaptable.	Inspiring to others, Very cooperative. Strong force for group morale.

Comments:

RESPONSIBILITY: Consider the degree to which this person is dependable, prompt, accurate and conscientious.

Avoids responsibility. Satisfied just to get by. Sometimes unreliable. Indifferent.	Needs occasional stimulation. Does routine work well under supervision.	Does an excellent job on all assignments. Completely dependable.	Works hard if interested.

Comments:

MENTAL & VERBAL ABILITY: Consider the speed with which this person grasps new ideas, has understanding of new concepts and ability to express thoughts.

Exceptional ability to think reflectively. Unusual faculty of clear expression.	Grasps problems and ideas readily. Better than average expression.	Somewhat slow in grasp of problems & ideas. Writes and speaks with average clarity.	Mentally dull, poor response to questions. Oral and written expression confusing.

Comments:

MATURITY: Consider the degree to which this person has developed adult habits.

Shows exceptionally good judgment. Very mature for age.	Has patience to persevere. Is well adjusted. Appears stable.	Displays average maturity for age.	Seems immature.

Comments:

EMOTIONAL STABILITY: Consider direction and control of this person's emotional response; evenness of disposition and mood; absence of tension symptoms; personal-social adjustment.

Stable in ordinary situations but disorganized by problems. Apt to worry.	Tends to be over emotional. Tension evident.	Well-adjusted to self and others. Evenness of disposition.	Very stable; always well controlled and predictable.

Comments:

SOCIAL SENSITIVITY: Consider this person's sensitivity to and understanding of reactions and feelings of individuals and of groups, and the ability to make an effective response to them.

Often not alert to other people's feelings.	Exceptionally sensitive and responsive to feelings of others.	Sensitive to other individuals and responsive to them.	Sometimes shows social sensitivity; not always able to respond affectively to feelings and reactions of others.

Comments:

POTENTIAL: Consider the candidate's potential in the field of personnel; special qualifications and ultimate prospects.

Shows administrative ability, sensitivity, is natural leader. Has high ambition. Excellent potential.	Demonstrates self-reliance. Initiative. Has ability to lead.	Would be a valuable employee but has limited potential. Follows majority.	Unresolved personal problems may handicap dealing with people.

Comments:

Supplement rating with comments about the applicant. Cover qualities rated and other characteristics important in work with people.

HOW WELL DO YOU KNOW THIS STUDENT?

Know very well through personal contacts outside classroom or office. ☐

Are you a relative or a close family friend? ☐

Know fairly well through classroom or office contacts only. ☐

Have general acquaintance. Do not know well enough to rate. ☐

Rater's Signature _____ Position _____

Institution or Business _____ Date _____

THANK YOU

Please return to: Director, Residence Halls Counseling and Activities
Maxwell Hall, Room 254
Indiana University
Bloomington, Indiana

SAMPLE CONTRACT AGREEMENTS

A. Indiana State University, Terre Haute, Indiana; Co-ed, enrollment 9,000

STUDENT ASSISTANT AGREEMENT
Indiana State University
Terre Haute, Indiana

The position of Student Assistant at Indiana State University is one which holds great potential for learning and for contributing. The degree of success in each of these areas will be felt by the student assistant herself, the entire staff of which she is a part, and the members of the residence hall which she serves.

In order for the University and the student to obtain the greatest possible return on the investment of time in this position, a student assistant is asked to carry no greater class load than 10 hours per semester and/or 6 hours per summer term. Unforeseen circumstances sometimes make it necessary for the student assistant to request a 7 or an 11 hour load. Such a request should be initiated with the residence hall director and then if approved by her, brought to the Assistant Dean of Women for Residence Halls.

Staff members are encouraged to participate in a reasonable number of activities outside of the residence hall. You will find space at the bottom of this sheet to list the activities which you have agreed to pursue during the coming year. It is understood that major leadership roles offered to a student assistant after her employment will be discussed with both the Hall Director and the Assistant Dean of Women for Residence Halls before a decision is made concerning acceptance.

The greatest hope of the Office of the Dean of Women is to be able to employ a student assistant until the start of her professional semester, or, if she is on a non-teaching curriculum, until the end of her undergraduate work. Only unexpected and unforeseen circumstances would terminate employment prior to this time.

Employment is guaranteed during the summers, either as student assistant, staff secretary, or receptionist. Hall assignment is re-evaluated at the end of each academic year.

These bases of employment are set forth as the roots of a pleasant, prosperous relationship between the University and the employees of the Student Personnel Division.

_____
Betty Jo Hudson
Assistant Dean of Women

BJH:mw

_____
Student Assistant

List activities for the coming year.

_____

_____

_____

_____

B. Pennsylvania State University, University Park, Pennsylvania; Co-ed, enrollment 30,000

THE PENNSYLVANIA STATE UNIVERSITY
University Park, Pennsylvania
Office of the Dean of Men

There are several responsibilities, limitations, and other considerations involved in this position which you should consider carefully before signing this contract. It is imperative that you read and understand each condition since you will be held responsible for them.

1. Since this position is considered the holder's principal out-of-class activity, any competing interest is not permitted. Other activities and undertakings, beyond membership in a club or organization, must be approved by the Dean of Men's Office through the area coordinators. A counselor may not compete in student politics or run for student government offices. Active social fraternity membership is not permitted. Counselors may retain social membership with fraternities. No part-time work is permitted at any time. Rare exceptions to this stipulation *must* be cleared through the area coordinator and program director *before* any such arrangement can be made by the counselor.

2. Vacation or leave from the counseling assignment may not exceed five (5) days per term (excluding official University vacation periods). No more than three (3) days leave may be taken at one time for any reason. Counselors may not leave campus without following proper leave procedure as outlined.

3. The counselor must expect to spend his evening hours in his hall on Sunday through Thursday nights. Specifically, he will be in his unit from 7:00 p.m. on. *All* exceptions to this regulation will be cleared through the area coordinator with verbal and written consent.

4. A counselor may leave for official vacation periods after all students have left his hall(s). This may mean that the counselor may have to remain until the official closing of the residence halls (four hours after the close of classes). At the conclusion of the vacation he must expect to return shortly before classes resume.

5. Counselors are expected to maintain a standard of personal conduct commensurate with their responsibilities. Each counselor's performance is appraised periodically. In the event of a counselor's work being judged unsatisfactory, he will be dropped from the program *regardless* of the time of year.

6. Research and evaluation studies with residence hall students are both permitted and encouraged after clearance by the area coordinator *and* the Assistant Dean of Men in charge of the residence hall program.

FRANK J. SIMES
Dean of Men

Having read the above stipulations and understanding their intent, I hereby accept the appointment as Resident Counselor at The Pennsylvania State University for _____.
(Academic Year)

Date _____ Signature _____

Chapter V

Preparing Students For Their Staff Positions

Part I — Content

After the resident assistants have been carefully selected, the best guarantee for obtaining maximum performance is their thorough preparation prior to an assignment and effective in-service education while on the job. Content of sessions should provide an opportunity to acquire an understanding of the basic objectives and philosophies of the college and the residence hall programs, develop techniques and skills to carry out the job responsibilities, and provide for personal learning and growth. The administrator responsible for preparation of staff must delineate carefully the amount of the theoretical and practical content to be included; both are essential.

While the responsibility for planning and carrying out in-service education and preparation of resident assistants should be assigned to one major staff member, many campus personalities should be involved. Participation by staff members from the offices of the Dean of Women, Dean of Men, and Director of Residence Halls provides an excellent opportunity for the resident assistants to know the staff with whom they will have contact. Faculty members can make many contributions as resource personnel and may provide programs in specific areas. The chief college administrators, including the college president, not only increases the resident assistant's sense of prestige and worth, but also helps the student perceive these people as educators rather than as administrators separated from students. Every effort should be made by the administrators who make presentations to stress the relationship of their particular areas to the residence hall staff. Whenever possible the residence director should be involved in providing operational information and should normally provide the leadership for those sessions to be held within individual halls.

One should not under estimate the value of including former and present resident assistants. The experienced resident assistant will remember areas of difficulty he had at the outset of his work and can relate this in a way which is best accepted and understood by his peers.

In colleges where there is a separate men's and women's program there are many advantages in having the two staff work closely together. Those sessions which deal with basic university philosophy and specifics which apply to the total college community can best be done jointly. Those sessions which pertain to specific procedures and policies of the individual halls should be held separately. While the involvement of too many people may fragment both the approach and the results, facets of the total program can be assigned to various members of the staff personnel as long as there is one person available as a central source of coordination.

The goal of in-service education is to enable the resident assistants to work with their peers at as high a level of competence as possible. In order to achieve this they must be able not only to answer the numerous questions which they will be asked, but must also feel secure enough in their knowledge of the philosophy, objectives, and policies of the institution that this knowledge may be comfortably used as background for their answers. Students feel a great need to know the reasons behind changes in policy and procedures. Too often there is an assumption that providing the answers is enough. Understanding the areas mentioned is intrinsic to their understanding of the philosophy, goals, and policies of the residence halls and how all are completely tied together.

The first step in considering the content must be the determination of responsibilities the resident assistant is to assume. The responsibilities must then be analyzed to determine the knowledge and skills necessary to carry out the job effectively. Included should be an understanding of: 1) the history, traditions and philosophy of the college; 2) the history and philosophy of the student personnel program; 3) the history and philosophy of the residence hall program; 4) the administrative organization of the college; and 5) the resident assistant's responsibilities for administrative duties; this includes skills in workng with individual students, in advising student groups, in enforcing regulations and in extending the assistant's own personal development. The suggestions which follow are intended only to provide some ideas for the planning on any campus and should not be considered all inclusive.

History, Traditions, and Philosophy of the College

The history, philosophy, objectives and traditions of a college are not automatically passed along from one generation of college students to another. Students on the ever-growing and changing campuses are apt to know

less and less, if anything at all, about the fundamental objectives of their college, yet, administrators tend to base the majority of their efforts upon the premises evolving from basic historically acceptable concepts. Involvement of students in the changes which occur through the years may inform only a few students, yet it is possible through the thorough education of a "select" few like the resident assistants to educate the many, raising campus morale, increasing open communications and enhancing the general operations of a campus. Content for such an area of information might include the following:

A history of the college presented during sessions held in the spring or during pre-school workshop by an outstanding faculty member or a person responsible for the college archives.

Traditions of the college discussed by an Emeritus Professor, an outstanding Alumnus of the school, or by a Student Leader. A current Student Leader working cooperatively with some person connected for many years with the college could provide a joint presentation. This type of program would be suitable for presentation at any time, lending itself to many possible situations.

Philosophy of the college might be most effectively presented by the President of the college, the Dean of Faculty or a member of the Board of Trustees, probably best offered during the spring sessions or at a pre-school workshop.

Plans for the future expansion and development of the college described in detail can excite and inspire students to new pride and loyalties as they visualize their role in this growth.

History, Traditions, and Philosophy of the Student Personnel Program

The student personnel program on nearly all campuses is confronted with the demands for constant change as it must meet the developing needs of students and the college. Orientation regarding the work in the division must include an explanation of new changes and responsibilities. In order to provide good communication and effective operations these should be known and understood by staff at all levels. Changes in policy are often made in late spring when students are exceptionally busy or in summer when many students have departed from the campus. When changes go into effect in the fall much misunderstanding and many difficulties may be avoided if staff and student leaders are apprised of these changes and of the facts and situations which precipitated the new procedures or policies.

The positive interrelations which allows communication between the college administration and the student personnel services is the heart of the residence hall program. These relationships must be clear before the resident assistants can see how the residence hall program and their responsibilities fit into the total picture. After orientation in these areas resident assistants should be able to assist other students more effectively.

Objectives of the student personnel division which are considered as important facets of the total education of the student must be stressed as objectives of the residence hall programs. Thus resident assistants should perceive their role as "teachers" and should thoroughly understand those areas in which they contribute to a student's education. Any specific stress or emphasis to be made by the personnel division for a given year should be an integral part of the preparation of the resident assistants.

The larger and the most complex the college, the greater is the necessity to thoroughly explain the administrative structure of the institution. Administrative organizational charts are helpful in accomplishing this task. However, complex charts may create either a somewhat awesome feeling of respect for the intricacies of running an institution of any size or a distasteful concept of "red tape". Administrative charts should be comprehensive and show the relations of the Board of Trustees, the President, the student personnel staff, the faculty, administrators and the residence hall staff. If possible, it is wise to incorporate into this chart the various forms of student government, both for the campus and for the residence halls.

Skillful presentation is necessary to prevent erroneous impressions of bureaucracy and inflexibilities. The explanation should be on the students' level and relevant to their knowledge and experience. All the discussion should be specifically related to their duties and to the performance of their daily tasks in the hall. An emphasis should be given to the part students can play in helping to formulate college policy and to the role of each of the administrative offices in implementing rules and regulations. Hall policies and procedures and the ways in which they relate to college policies should also be considered.

Content for such sessions held to prepare the resident assistants for their jobs might include the following:

The Dean of Students or other major student personnel staff should explain thoroughly the objectives and goals of the offices of the Dean of Students, Dean of Women, Dean of Men, and Director of Housing. Where these are functional offices it is best for each division head to explain the responsibilities of his own office.

The person responsible for the over-all residence hall program should show the relationships of the residence hall staff, including resident assistants, to other offices.

Presentation of specific problems and case studies provide illustrations for pre-school workshop or staff meetings. These help the resident assistant to understand inter-office relationships and to anticipate more fully the role of the student in policy making.

Organizational charts and an explanation of responsibilities of offices included in a staff manual can furnish the basis for discussion in hall staff meetings or at special meetings for all resident assistants.

History and Philosophy of the Residence Hall Program

It is wise to have a separate expanded chart showing the organization of the residence hall staff and their responsibilities. This should be constructed to show as simply and clearly as possible line-staff relationships of the undergraduate positions to other positions in the residence hall organization. A poorly constructed chart or one which is confusing in any way may be worse than none at all. The responsibilities of staff should be concisely described to indicate those people responsible for stimulation of program development.

More important than any charts or division of responsibilities is an education of the resident assistant to understand and accept the activities in the residence halls which help to meet the educational goals of the college. The staff must first hold an enthusiasm for educationally valuable programs before students readily accept them. Such programs should add to the students' basic knowledge, arouse interest for further investigation, and should include participation in total college programs. For good mental health and relaxation from the academic pressures, pure social and "fun" activities should be a part of the hall program.

The role of resident assistants demands a rich background which enables them to suggest many ideas for social, cultural, and academic programs. They should be aware of major campus programs and of special guest appearances on campus and encourage their students to attend, and relate hall programs to the total campus programs. Resident assistants should also be aware of faculty members, community citizens and other persons willing to make available their special interests, skills, and knowledge for the enrichment of hall activities. A residence hall program should be clearly defined in its relationship to other campus units such as the college student council, the college Union program, class organizations, sororities and fraternities, etc. Suggestions for in-service education in these areas could include:

Presentation by a faculty member, Dean of Faculties, or the college President on the contributions that residence halls can make to the college students' education.

A presentation by the person responsible for residence hall programs depicting the wide range possibilities of campus and hall activities.

Provision for a program manual which suggests various activities, resource personnel, available university and community facilities, and the importance of student involvement in planning and carrying out activities. Such a manual should be thoroughly discussed and planned cooperatively with the resident assistants.

Panel discussion by representatives of various campus agencies to suggest ways in which resident assistants can inform students about convocations, student church foundations, Union programs, etc.

A presentation on contributions of residence halls to educational objectives of the college presented by an outstanding speaker. This may be more meaningful to the resident assistant after he has been in the job for a period of time.

Special presentations to meet the needs for self-development of resident assistants themselves.

Responsibilities of Resident Assistants

Introductory areas dealing with philosophy and objectives of the residence halls, student personnel services and the college are usually scheduled for resident assistants during the spring before they assume their new job responsibilities. Understanding the objectives of an institution and the role of residence halls in meeting these objectives is mandatory before specific skills necessary to do the job are presented.

As indicated earlier, those planning the program of preparation for undergraduate student staff must consider the responsibilities to be given students on their particular campus. The following areas are having commonly a part of the job responsibilities and suggestions are made here for the content of a training program to be included in each area:

1. Administrative and Operational responsibilities:

The administrative or operational responsibilities of the resident assistants are commonly first on the agenda. There is no special necessity for beginning with this area. Most staff directors believe this prepares the student for the explanation of some of the more personal or ethical

expectations. Resident Assistants, in order to comprehend their own jobs, need also to understand responsibilities of those holding other staff positions.

When the role of administrators is discussed, it is logical to again consider how resident assistants can contribute to the attainment of the objectives of the college, student personnel department, residence hall programs, and the particular hall where they will live and work. For many this will be the first time they are a part of the administration. If the resident assistant has many administrative duties, especially those dealing with enforcement of rules and regulations, the change from an exclusively student role to one which links them with the administration can be most difficult to make, both within job performance and in self perception. The degree of difficulty will depend on the staff, student, administrative and faculty relationships which exist on a given campus.

When administrative responsibilities are discussed, attention should be given not only to the role which student government plays in the halls and on the campus, but also to the relationship between student officers and the resident assistants. Students are frequently hindered by a dilemma of not knowing the limits of student government, procedures for policy changes, or where final authority rests within the campus community. Resident assistants can help avoid many student-staff-administrative clashes if they are well informed in these areas.

If resident assistants are unfamiliar with any of the major administrative offices on campus or any of the agencies with which they will be working, they should have an opportunity to visit the offices and meet those staff members responsible for various functions. An alternative plan would be to arrange for the resident assistants to meet with the administrators with whom they will have the most frequent contact. This further crystallizes the feeling for the resident assistant that he is a part of the administrative structure and contributes to a desirable self-image. It also provides the resident assistant with more self-confidence in using or referring students to the Dean of Women, Health Center, Director of Housing, the Counseling Office, the Financial Aids Office, etc.

Although the performance of the resident assistant may be potentially far-reaching within his living unit, hall, or complex, the effect is more pronounced in his total role as a public relations officer for the hall and the college. The resident assistant will meet parents, faculty, other administrators, and visitors to the campus. Since these contacts may be as influential and significant as his contacts with students, this area of public relations and its administrative function should be thoroughly understood.

2. Personal and ethical standards

Those responsible for the resident assistants must remember that the resident assistant is first a student, and in turn the resident assistant must realize those personal and ethical standards which they are expected to uphold and personify. Since they are members of the college administration, even though part-time, their behavior must be above reproach. The resident assistant must at times be prepared to hear and handle peer group criticisms. Standards of behavior and conduct, grooming, dress, manners, etc.. will constantly be observed.

The handling of confidential information is another important matter to be reviewed in any in-service education program. The importance is greater if the resident assistant is to be entrusted with personal information about students whom they are to help. Resident assistants are often given information which includes academic ability, grades achieved, special health problems or any special discipline situations. A resident assistant who handles information as "gossip" or uses it against a student should be removed from his staff position. On the other hand, while the resident assistant must understand his role in guarding confidential information which students give him, at the same time he must be sensitive to information which necessitates communication to another staff member in order to help a student. Resident assistants need understanding in how to handle "feed back" and a realization that there will be times when they will not receive specific follow-up information from the referral agency. They must understand that this does not imply a lack of trust in them but is a protection of confidential information by others.

Clashes can come easily from misunderstandings in relationships between the resident assistant, and the residence director and Assistant Dean or any other staff member responsible for the training program. It must be made clear to whom the resident assistants are responsible and their relationship to other staff members from whom they receive help and advice. Good communication and "team work" are essential.

It is important that the undergraduate staff member understands the importance of budgeting time and making the best use of his energy. The resident assistants must find some time for themselves. They must become sensitive as to when and where they can best help others. An assistant who is talking half the night because it is hard to terminate a conversation with a student who "needs to talk" is robbing others of alert attention and interest the next day. When there is any indication that staff responsibilities are interfering with the primary commitments of being a student, the staff member should contact his immediate supervisor for relief.

3. Assisting Individual Students

Valuable contributions are made by the undergraduate staff member who serves as a friend and leader of the peer group. He can develop a unique rapport rarely achieved by the older staff members. Residents will come to the undergraduate assistant with questions, problems, or discussion topics which they would be less apt to bring to the residence director. Not only is this caused by a sense of security with one's own peers, but also because the resident assistant usually lives in the midst of the students and is readily available.

If students feel the resident assistant supports them, the resident assistant will soon be made aware of the more intricate phases of student lives even without their realizing it. Content of the in-service training must help develop a sensitiveness to ways of identifying clues which indicates a student's need for help. It should also enable the resident assistant to know when, where, and how students may be referred. They must be made aware of policies and procedures for referral followed on their own campuses. Some colleges allow any hall staff, including undergraduates to make direct referrals to academic advisers, personal counselors, school psychiatrists, etc. Others permit referral agents to recognize contacts only from the residence director, or in some cases require authorization from the Dean of Women's or Dean of Men's office.

Usually undergraduate students should be free in their direct referral of any student to the student personnel and counseling offices and to the Health Center. It is only when more serious cases are being referred for psychiatric treatment that the referral should be made only through the residence director or the Dean's office. However, it is essential that the resident assistant recognize those areas where the residence director should be informed.

Undergraduate student staffs can handle directly many problems for which students in their unit are seeking help. This calls for work sessions for resident assistants to include discussions on the characteristics of students who will live in their units, the common needs of students, and a recognition of the need for good mental health. Resident assistants can learn to assist with roommate difficulties, study and time budget problems, boy-girl relationships, and the thousands of everyday special concerns students have. They can become selective about what information they should "feed-in" to the residence directors to help them know the students better. This selective information can be valuable in making necessary changes in policies and procedures.

4. Advising Activities

Student staff will often be asked to assist with hall activities. So that it becomes more than a perfunctory advisory role, they must understand the basic reasons for encouraging activities. They should strive to help stimulate activities which may be of an educative value. It is in this role that being a student may be a hindrance. The undergraduate adviser has undoubtedly been an active participant in the hall programs and it may be hard for him to assume the role of adviser rather than do-er. This role must be clearly perceived and understood if the resident assistant is to accept a teaching role and not supercede the student officers.

5. "Control" and Discipline

A fluctuating role which resident assistants assume in some situations is that of dealing with administrative responsibilities necessary for an effective environment. Resident assistants may have no responsibility in this area or may at times be responsible for the complete control of a hall. Regardless of the degree of participation in these functions, the resident assistant must thoroughly understand and be familiar with the rules and regulations of the college and the halls and must know the reasons for them. For example, regardless of who is actually responsible for closing the hall at night, all assistants, both men and women, should be expected to know the reasons for closing hours.

It is obvious that the resident assistant must have a responsibility for control, especially the necessity for enforcement of quiet hours. However, extreme caution must be exercised if the resident assistant is to actually take disciplinary action. Errors in this area can shatter rapport which has been established with students and thus limit one's usefulness in helping students. Resident assistants must understand their very important role of providing preventive discipline. This is often most effectively done by their orientation to and explanation of rules and regulations. Whatever the role, it must be consistent and clear-cut for the sake of all concerned.

Content suggestions for in-service education to prepare the resident assistant for handling actual responsibilities can include:

1. Administrative and Operational Functions
   a. Knowledge of physical arrangements of halls, location of fire alarms, fire extinguishers, janitor supplies, etc.
   b. Demonstration of how to use fire extinguishers.
   c. Meeting with those responsible for maid, janitor and food services to explain the role of the resident assistant in conveying concern of all students.

d. Knowledge of how to secure emergency help; i.e., police, campus safety man, fire department, health service, etc.

e. Discussion on proper use of building keys.

f. Presentations concerning proper dress, manners and presentation of self to the public.

g. Role playing to develop an ability to explain the resident assistant's role to students and to parents.

h. Ideas for development and use of bulletin boards as a means of communication.

i. Knowledge of records and forms used within the hall.

j. Instructions as to any reports which may be expected of the resident assistant.

2. Personal and Ethical Standards

a. Presentation by a panel of current resident assistants to indicate major problems of adjustment to job responsibilities.

b. Discussion of behavioral expectations of student staff.

c. Knowledge of line-staff organization of staff and relationships of the residence assistant to other residence hall staff.

3. Assisting Individual Students

a. Presentation and discussions on characteristics of college students and major problems of adjustments most likely to be faced by freshmen in college.

b. Presentation of "clues" to indicate a student's need for help.

c. Development of referral skills and sensitivity to their use.

d. The development of skills in interpreting what "they hear" from students.

e. Provision through readily available "handouts" of information on campus referral agencies.

f. Presentations to inform resident assistants of service available to help students and visits to respective offices, i.e., Director of Health Services, Student Employment Office, Reading and Study Skills expert, Director of the Counseling Office, an Academic Adviser, etc.

g. An explanation of where to secure available information about students in their units, who should receive this information, and the importance of using this information to assist students. This might be given by the Director of Counseling, Director of Admissions, or the residence director.

h. Presentation by a member of the Dean of Women's or Dean of Men's staff on importance of handling confidential information and dissemination of information about students.

i. Presentation of common problems of roommate adjustments and ways of assisting students in these adjustments.

j. Discussions on ways to write accurate staff reports and the value, use, and interpretations made of these reports.

4. Advising Activities

a. Information or demonstrations concerning proper etiquette in serving as a host or hostess.

b. Discussion of role of Student Government in relationship to the resident assistant for hall programs.

c. Knowledge of program facilities on the campus.

5. Control and Discipline

a. Presentations by Dean of Women, Dean of Men, or Dean of Students on the college's philosophy of discipline and procedures for handling discipline.

b. Explanation and discussion on rules and regulations, including procedures for change.

c. Role playing and discussion on how to handle those who disturb others during periods of study and sleep.

Summary

Thorough advance preparation of student assistants is the best guarantee for making optimum use of undergraduate students as part-time staff members. The content of in-service education must depend upon the responsibilities which the student assistant is expected to assume in any specific residence hall situation. Content should include history, traditions, and objectives of the college, student personnel division, and the residence hall program as well as specific job responsibilities which will enable the resident assistant to do his job effectively.

Part II — Procedures

The procedures used for in-service education are as important as the content. In some instances they are more important. Excellent content may not be heeded or remembered if it is given prematurely or if the speakers are unskilled, boring, or ill-prepared. Explanations given too soon, before adequate background is presented, may have to be repeated when the recipients are in a receptive frame of mind. Preparation for the job of a resident assistant begins with the initial interview and continues until the last day the student is on the job.

Selection as a Phase of Preparation

There are a variety of ways to provide preparations and experiences before a student assistant actually goes to work. Some colleges have used pilot programs of pre-job training before final staff selection is made. This process may involve apprenticing the interested student to one or more students currently holding the position, may require attending a series of planned meetings, or may include a semester credit course. During this time it is possible to evaluate how the prospective staff member relates to his peers, how he accepts the responsibilities which go with the position and how he reacts to various real or mock situations. This process is thought to screen those applicants who are more seriously interested in the job and more aware of its involvements. Experience has shown also that some undergraduates will withdraw their applications when they become aware of the commitment they must make. Some of these procedures have certain dangers; it is difficult, for instance, to have to say "no" to an applicant after he has given of his time for the early preparation.

Spring Training

Formal training should and normally does begin in the spring after selection. This can take many forms, depending sometimes on the budget for in-service training. One rather popular program is the weekend retreat or workshop which is held on or off campus. The merits of the off campus retreat are easily recognized when one considers the absence of distracting telephone calls, of classes passing in the hallways or outside the windows, and of the distraction of books, lessons, dates, and other aspects of a familiar environment. Expenses do not need to be prohibitive if there is a state park, church camp or group camping facilities nearby which provide meeting rooms of adequate size and overnight facilities. These facilities are often available at reduced prices at certain times of the year or for groups of specified sizes. It is important to plan the meetings on a formal, in-door basis. Even at a retreat the recreational facilities and environment should be kept distant until the time scheduled for recreation. Otherwise the same distractions that the campus setting offers will occur. If it is desirable to remain on campus, Saturday meetings or a limited series of late afternoon or evening meetings can be arranged.

Such spring meetings provide an opportunity to involve present resident assistants. Thus not only does this allow for the best "peer group" education but it also prevents the current staff from feeling that their jobs are nearly over or that they are being replaced. Present student staff will be able to verbalize meaningfully those skills that are necessary for the job as well as to discuss the personal involvements which they have experienced.

Some campuses offer a course in student leadership which is either a prerequisite to the job or required during the first semester of employment. This may be, as is true at Ohio State University, a credit course for those accepted for hall positions. Some schools require basic courses in psychology or sociology before application can be made for a resident assistantship. Regardless of the type of course work involved, the student personnel members should be fully aware of its content and value. It is desirable for those responsible for in-service education of staff to be the instructors; or if not feasible, they should have audited the course at some previous time.

New resident assistants can be given a bibliography of reading materials. This reading material might easily include some printed or mimeographed work prepared by members of the student personnel staff. Since there usually will be more time to read in the summer, the bibliography should be made available during the spring. If it is possible to have staff for the coming year enrolled in summer sessions, preparation can be staggered to include summer sessions or could even proceed during the summer or the early fall.

The apprenticeship referred to earlier as a means of determining pre-application interest and ability can also

be used to good advantage in the spring after selection. The selected prospective new staff member is even more ready after selection to work closely with another undergraduate staff member or a residence director.

Pre-School Workshop

Pre-school workshops are a form of in-service education found on almost all college campuses and may last from one day to a full week. The content for a fall workshop should be related to the kind and amount of spring training held earlier. There are many advantages to the fall workshop. Resident assistants are anxious to start their jobs properly and the reality and anticipation of the students moving into the hall provide a stimulation for immediate learning. It is a time when neither school nor their jobs are in process. Students find it difficult to focus on long involved explanations if they are wondering who is going to have to stay up late that night sorting keys for opening day or if students are already in the halls and needing help. A pre-school workshop might well have six basic objectives:

1. To introduce or familiarize resident assistants to the student personnel and residence hall staff and to acquaint them with the expectation of the college community.
2. To familiarize each resident assistant with the *specific* responsibilities of his job.
3. To provide an opportunity to meet those people on campus with whom they will have a close working relationship and to whom they may refer students.
4. To become better acquainted with fellow staff members and those to whom they are directly responsible. These associations are important to the development of real "team work".
5. To allow resident assistants to become settled in their rooms and ready to "greet" and help new students.
6. To "be ready" to open the halls effectively and efficiently.

The pre-school workshop can be a most effective means for preparing resident assistants for their jobs. It provides an excellent time and opportunity for social and professional contacts with personnel with whom they will work throughout the year and has the psychological advantage of coming right at the time the student staff is normally excited about beginning their work. The many things dealt with during workshop will lay the basis for continued discussions and programs at staff meetings during the year. It is important that the undergraduate staff develop a self-confidence and are ready to begin work on the opening day of school.

Meetings Held Throughout the Year

Staff meeetings are considered by many as the core of any in-service education program. The content of these meetings on a weekly basis should supplement the rest of the program. They can be used as preambles to other kinds of training sessions. A staff meeting can offer opportunity for reinforcement of materials and ideas distributed and presented during spring sessions and pre-school workshop. The head of the hall and others who hold scheduled meetings with the resident assistants become the teachers of those who work with them at a less experienced level.

The resident assistant may be meeting only with the staff of the hall in which he lives, with student staff of all the halls, or with the total group of residence hall personnel. No matter with whom the resident assistant meets, each meeting and session should provide challenging opportunities for learning. Routine matters should be handled by bulletins or memos as often as possible so that the staff meeting is free for presentations and discussions which will improve the skills of the staff and stimulate their ideas for programs. Some campuses have found it best to schedule a limited number of staff meetings and instead provide a series of meetings throughout the year. This enables the resident assistants to raise questions as they encounter problems and to relate the content of these meetings to their on-going job.

Use of Resource Personnel

It is sometimes said that all it takes to be an expert is to leave the city limits! Often times one of the most valuable methods of in-service education comes from a speaker of another college. Even though he may say "nothing new", the fact that he comes from another school or is a professionally recognized colleague can reinforce and strengthen what has already been said in staff sessions.

A series of speakers representing various disciplines of the college can increase the insights of a student staff-often providing new answers to the "whys". Such resource personnel most likely will be members of the departments of psychology, education, anthropology, or sociology. If the college has a curriculum in recreation, many good ideas on group activities may come from the members of this department. It is not inappropriate to use a meeting to discuss some important current social problem. As the lively interest of student staff members is aroused they in turn may encourage their peers to make further investigations which can result in additional residence hall programs.

Another valuable type of in-service education is gained by sharing ideas or visits with colleges of similar size.

The opportunity to visit other campuses can open doors to knowledge which can not be gained by importing personnel from that campus. The visits by resident assistants to other colleges to share ideas and possibily joint programs provides not only an "outing" but stimulates new ideas for all involved. Sharing with others may also occur at state, regional or national gatherings of professional or student groups, or workshops at other institutions.

Individual Supervision

Regardless of all that can be accomplished through group meetings, the core of effective in-service education is the individual help that can be given the resident assistants. Individual aid for the student staff is divided into three major types, teaching, supervision, and evaluation. In a broader sense all could be categorized as teaching, but for the sake of description it is more definitive to separate the three while still realizing that all overlap.

1. Teaching

Educators are still hard pressed to find any teaching method which supercedes the old-fashioned one of setting an example. Students, especially when they have become members of the hall staff, keep an ever alert eye on the more experienced staff. These personnel should remember that experience does not give them license to be lazy or to use haphazard experimentation. They must not assume that because they are experienced their more highly skilled training will automatically be absorbed by the new members of the group. Teaching is sometimes intangible and occurs formally and informally. The powers of observation of new staff can be sharpened by frequently calling their attention to specific situations to show ways in which they were handled and by explaining reasons for actions taken. Caution should be exercised by all staff so that no one person becomes enamored with the teaching role, thinking that he or she is the *only* one who can teach any certain group of staff. Frequent contact should be provided for resident assistants with as many highly skilled workers as possible.

2. Supervision

If teaching by the staff is to be defined as instruction given in as many ways as possible, then supervision may be defined as observing closely the results of that instruction as the resident assistant begins to put it into practice. This supervision should be done delicately and often from a distance so that the resident assistant does not feel that someone is always looking over his shoulder. Supervision should involve a feeling of comradeship among staff at any level permitting an individual to approach a supervisor with any uncertainties or questions he may have. There should be people available to help where and when help is needed. This kind of supervision will usually be provided by the person in the closest physical proximity to the staff being supervised; often the residence director. Unless all levels of staff understand their expected relationships, supervision very likely will not be effective.

3. Staff Assessment and Evaluation

Evaluation by an immediate supervisor and director in self assessment can provide learning experiences, build self confidence, and provide for high morale of staff. Many times resident assistants feel accepted by no one, especially when responsibilities given them tend to separate them from their peers. It is not easy for example to have confidence that they have given sufficient help to a student who withdraws from school, or to see accomplishment when only 10 or 12 students participate in a hall activity they helped to advise.

Praise should be given as often as possible to the undergraduate staff. At the same time there will be occasions when a resident assistant must be shown where he made mistakes. A resident assistant who has made a mistake major enough to cause anger or reprimand could either not have been prepared properly for a job, or have been poorly chosen, or else he may have performed ineffectively in a particular instance. In any case he needs help and assistance in performing the task properly the next time.

Every opportunity should be given to assist a staff member in evaluating his own effectiveness. This can be done by informal visits with his immediate supervisor and is often accomplished without the resident assistant realizing it. Staff meetngs are a good place for evaluating on-going performances through problem solving devices that propose situations which can be discussed and then evaluated. It is effective to develop a self evaluation scale based on the job responsibilities. Such an evaluation scale is to be found at the end of this chapter. After scoring himself on such a test it is possible for the resident assistant to go over this with the supervisor for further evaluation of his performance.

Evaluation must be continuous and should occur on the job as well as in formalized sessions. The resident assistant should understand that the supervisor will enter situations "on the spot" if it is felt necessary or advantageous. It is most important that evaluations be related closely to job performances. End of year staff evaluations have limitations in helpfulness for they lack the advantage of immediacy to the resident assistant.

Techniques of In-Service Education

It has been stressed earlier that in-service education cannot occur casually nor can it all occur by word of

mouth. The final portion of this chapter will be devoted to techniques which may be employed.

1. Staff Manuals

Staff manuals are among the most helpful and satisfying of all techniques. The fact there is such a manual readily available in the resident assistant's room or in the hall office is most reassuring. Loose-leaf manuals are the most satisfactory to permit additions and revisions. The content of a Staff Manual will depend upon the availability of written hand-out materials and on other available sources of information. Listed below is an outline of manual materials with five major divisions which could be incorporated into either one large book or several smaller books.

Suggested outline for a Staff Manual:

I. Advisory
   - A. Introduction
   - B. Foreward
     1. Philosophy of college and student personnel area
     2. Principles and ethics of resident personnel
   - C. College Structure
     1. Organization charts
     2. Orientation philosophy and policies
   - D. Job Description and Outline of Responsibilities
     1. Residence hall director
     2. Resident Assistant
     3. Other staff levels
   - E. College Policies
     1. Academic
     2. Entrance and withdrawal
     3. Social
     4. Conduct
     5. Management
     6. Record keeping
   - F. Referrals — offices — names — telephone numbers, etc.
   - G. Fees and other expenses

II. Procedural
   - A. Forms
     1. Housing Office
     2. Food Service
     3. Copies of Requisitions, etc., filled out as examples
     4. Forms Used in the halls — filled out and with explanations
   - B. Emergency Procedures
     1. Safety
     2. Fire
     3. Police
     4. Health

III. Program Areas
   - A. Description of hall program areas
   - B. Assistance in sponsoring hall committees and activities
   - C. Tips for working with groups of various sizes
   - D. Bibliography of resource materials

IV. Ethics and Expectations
   - A. Dress
   - B. Grooming
   - C. Time Off
   - D. Confidentiality
   - E. Life outside the hall; on and off campus

2. Other College Printed Materials

Probably much of the material in a staff manual can be drawn together from printed materials already published by the college. In such cases sections may be repeated verbatim. However, the staff manual should not become a complete substitute for these other materials, either in training or actual use. College handbooks, orientation bulletins, sorority and fraternity rush handbooks, activity handbooks and such materials should be readily incorporated into a packet for the resident assistant to have in order to support and supplement the staff manuals.

3. Case Studies

The Case Study method of teaching is a valuable technique to prepare the resident assistants to work with individuals as well as groups. The cases developed should describe incidents of the kind in which the resident assistant would realistically find himself involved. The cases should be distributed in mimeographed form and before discussion of the case takes place the resident assistants should have the opportunity to study them and place himself in the role of the staff member. Cases should be so designed that staff members can think together carefully, analytically and understandingly about the experiences described. Cases can be developed which will show 1) techniques of group and individual guidance, 2) relationship of staff to staff, 3) relationship of staff to student, or 4) relationship of student to student.

4. Problem Solving

Problem solving differs from the case study method in that it gives an opportunity for the resident assistant to view problem situations from a less complex frame of reference. Situations presented can be much more general and are applicable to a training atmosphere of "Here's the situation; what would you do?" Relevant problems might include, 1) areas of confidentiality, 2) counseling or advising, 3) maintenance of group morale, or 4) preservation of undergraduate identity.

5. Role Playing

The problem solving technique leads naturally into a brief discussion of role-playing. When each person can be given the opportunity to "play-act" a part in a situation, it becomes interesting and more enjoyable as each member of the group can receive a clearer picture of the lessons to be learned. Participating in this device of "play acting" tends to establish a feeling of freedom so any awkwardness or embarrassment felt by those not familiar with this approach is quickly dispelled. Often, as resident assistants see themselves in a role or observe someone else, they wonder how they could have been "blind for so long".

6. Audio-Visual Materials

Formal meetings can be supplemented by the use of films, sound tracts, recordings, training tapes, etc. Such supplementary items should not have been recently used in a class where these students were present and should have been checked to be in good working condition. A panel discussion following the use of audio-visual aids offers good group experience.

7. Recent Literature

Suggested reading assignments should be readily available as the basis for effective discussion. All staff, not just the resident assistants need to keep up to date on current literature in areas related to the residence hall responsibilities. Appropriate staff members may be assigned to give reading reports at staff meetings — a time-saving device for a staff. Such reports may also be distributed to staff in written forms for subsequent study or reference use.

The techniques which can be used to make a program of in-service training worthwhile are endless. Techniques should be tailored to a given campus situation and valuable suggestions may be obtained from resident assistants after they have become experienced enough to know what they themselves need. Resident assistants should have a part in planning in-service training, for as they prepare case studies, problems to be solved, or lists of things with which they have dealt over a period of time, they also will be learning.

Summary

The procedures used for in-service education can be as important as the content. In-service education begins with the initial interview, continues through spring work sessions, pre-school workshop, staff meetings, special sessions, and does not end until the final evaluation of the assignment. Techniques used in any of the forms suggested are important to bring about maximum learning on the part of the undergraduate student. These techniques can include use of staff manuals, case studies, problem solving devices, role playing, audio-visual materials, and reading and discussion of current literature.

SAMPLE CONTENTS FOR PREPARATION OF UNDERGRADUATE STAFF

A. An outline for a one semester, one hour course for undergraduates offered the semester before they assume positions, Indiana University, Bloomington, Indiana; Co-ed, enrollment 25,000

Introduction — Goals of Higher Education

Administrative Structure and Referral Agencies at Indiana University

Nature of the Multiversity and Goals of Residence Halls

Role of the Resident Assistant: Overview

Characteristics of the College Student

Characteristics of the College Student — Creation of a "Positive" Environment

The Counseling Center — Relationship to the Resident Assistant

Interview Techniques —

Educational Function of Programming —

The Role of Student Government

The Resident Assistant as Group Adviser

Discipline: Control Device or Educational Instrument

Discipline: Operational Concerns

Resident Assistant: Administrative Role

B. Pre-school workshop for women staff, Ball State University, Muncie, Indiana; Co-ed, enrollment, 11,000.

MONDAY, AUGUST 29

9:00 - 10:00	Introductions and objectives of workshop
10:00 - 10:45	Film: "The Eyes of the Beholder"
10:45 - 11:45	Group Discussions
1:00 - 3:00	"Communications in the Helping Relationship"
	Movie — "The Task of the Listener"
3:00 - 4:00	Tour of the Health Center
3:15 - 4:00	Traffic and Safety
4:00 - 4:30	Preview: First Week of School
4:30 - 4:45	Review: Freshman Orientation Housing Sessions
Evening	Fun Time

TUESDAY, AUGUST 30

9:15 - 10:45	Tape: "Seeing is Behaving" by Dr. Arthur Combs
10:45 - 11:45	Tour of the Health Center
11:00 - 11:45	Traffic and Safety
1:00 - 3:00	"Working with Student Government" Presentation followed by Role Playing
3:00 - 3:15	Introduction to "What Do We Mean?" discussions
3:30 - 4:45	"What Do We Mean?" discussion in directors' apartments
Evening	Spent in individual hall planning check-in and opening house meetings and parties

WEDNESDAY, AUGUST 31

9:15 - 10:45	Concepts of Counseling
11:00 - 11:45	Group and Individual Interviews
1:00 - 2:45	Working with Group Morale
3:00 - 3:45	Study on Studying
3:45 - 4:30	Making Roommate Assignments
4:30	Evaluation
Evening	Cook-out (16 acres)
5:00 p.m.	Presentation "You Expect More From Ball State", Dean of Students

Note — Resident Directors were used to present each of the sections.

C. Series of eighteen bi-monthly sessions for undergraduate staff, Wheaton College, Wheaton, Illinois; Co-ed, enrollment 2,000.

"Resident Assistant: The Person and Role at Wheaton College'

"The Nature of Man in Theistic Existentialism and Implications for Counseling: Individual Freedom, Choice and Responsibility"

"Wheaton College Outlook: The Students"
Trends in characteristics of Wheaton College students; academic standing of Wheaton; admission policy; orientation rationale

"Wheaton College Outlook: Traditions, Policies, Procedures"

"Mental Health I" — Film and Discussion

"Mental Health II" — Film and Discussion

"Mental Health III" — Film and Discussion

"Mental Health IV" —
Wheaton College counseling resources;
Identification of the emotionally disturbed;
Role of the Resident Assistant and procedures for referral

"Relationships Between the Functions of the Academic Faculty and the Residence Hall Program"

"Evaluation"
R.A. evaluation of job, inservice training, organization, etc.
Presentation of method to be used for implementing student evaluation of residence hall program

"Confidentiality and Ethics of Counseling"

"Situations"
Small group discussions centered around typical counseling situations.

Wheaton College Resources"

"The College Trustee"
The role and attitudes of a trustee

"The College Administrator"
Consider issues, developments, direction, problems, and challenge in student government, freedom, and opinion

"Academic Freedom"
Origin, issues, and problems of academic freedom; role of the Resident Assistant in encouraging desirable forms and discouraging undersirable forms of expression of academic freedom.

"Inter-collegiate Exchange"
Resident Assistants from other campuses invited to share in brief lecture and discussion.

Picnic

D. Student Staff Reading Program, Ball State University, Muncie, Indiana; Co-ed, enrollment 11,000.

Readings we highly recommend and hope you will find time to read, think about, enjoy, and reflect as related to your work as Student Staff next year.

1. Joan Walsh Anglund: *A Friend Is Someone Who Likes You*
(A book you can read in three minutes, but one to to remember each day you are Student Staff)

2. Shirley Burden: *I Wonder Why*
(Reading time two minutes or less, but a message never to be forgotten.)

3. Kahlil Gibran: *The Prophet*
"On Children" — pages 18-19
"On Teaching" — pages 62-63
(A beautiful philosophy inherent to a quality student staffer — a Bible to live by)

4. John Howard Griffin: *Black Like Me*
   (Required reading for all freshmen coming to Ball State University and a *must* for you if you have not already read)
5. Roy Heath: *The Reasonable Adventurer*
   (Paper back — a study of 36 Princeton men — many implications for understanding individual students living on your floor in the residence hall — you will appreciate this study.)
6. Walter McLifton: *Working With Groups*
   Chapter V — "Typical Problems in Group Process" — pages 93-126
   (Working with groups is a skill most of us need help in doing, but first we must understand groups — we hope these pages will help.)
7. Carl Rogers: *On Becoming A Person*
   "How Can I Create A Helping Relationship?" — pages 50-57
   (These ten guides on creating a helping relationship need to be read and studied by all Student Staff— the words seem rather simple; implementation the real test. To digest these 10 guides would move you well on the road to being a good Student Staffer.)
8. Robert E. Nixon, M.D.: *The Art of Growing*
   Introduction — pages 13-31
   Chapter V "Sex or Guilt" — pages 85-108
   (Paper back — you will appreciate this reading as you work with students who are questioning and wrestling with their relationship with the opposite sex)
9. Ball State University Catalog
   (To be an informed staff person)
10. The Residence Hall Handbook
    (These will be off the press in August)
11. Arthur T. Jersild: *When Teachers Face Themselves*
    Chapter III — "Loneliness" — pages 65-77
    (To help us look at a feeling each of us has from time to time)

OTHER PERTINENT READINGS YOU MAY LIKE TO EXPLORE:

1. William H. Armstrong: *Study Is Hard Work*
   (And it is!! A book for helping residents do a better job)
2. Betty Friedan: *The Feminine Mystique*
3. Arthur T. Jersild: The Psychology of Adolescence
4. Earl C. Kelly: *Education for What Is Real*
5. Donald Snygg and Arthur Combs: *Individual Behavior*
6. Nila Banton Smith: *Read Faster and Get More From Your Reading*
7. Charles Silberman: *Crisis in Black and White*

SELF EVALUATION OF RESIDENT ASSISTANTS

Many residence directors will find it valuable to develop individual evaluation forms which may be used by resident assistants to evaluate themselves and which can be used as a guide in individual conference. This evaluation form should be based on the job description for the staff member. The following example was developed by Dr. Elizabeth Greenleaf, Indiana University, and parallels the job responsibilities given to each resident assistant on that campus.

A SELF-EVALUATION FOR RESIDENT ASSISTANTS

Instructions

Evaluate yourself on a 10 point scale for each item. A 10 means you are carrying out this responsibility as well as could be expected from anyone; a 1 means you are falling far short of expectations; a 5 means you are doing as well as the average person.

A. A Student Assistant's Responsibility for Individual Students. — Score

1. I know the men and women in my unit. By name and something personal about each. This may be his hobbies, his interests, those things on which you can "sharpen" your knowledge and better relate to the students —so that you can recommend experiences in light of the student's interest. ____
2. I can easily converse with each person in my unit. ____
3. Students easily approach me with questions. ____
4. Students show a respect for me. ____
5. As I wrote my Junior Division Reports and Student Evaluations, I knew each person I was evaluating (only a one if you simply had an interview and filled out the report). ____
6. I have been able to refer those students who appear to need special guidance. ____
7. I am able to have "academic conversations" with students concerning current events, ideas, decisions to be made, etc. ____
8. I am available at closing hours on most nights and around meal hours for students to find. ____

Total ____

B. A Student Assistant's Responsibility for Environment.

9. I am in the living unit enough during the evening hours that I know students can study there. ____
10. I have been able to assist student officers and members of my unit to handle quiet hours without my presence. ____
11. I know materials in the center library well enough to make suggestions for effective student use. ____
12. I participate in center and campus cultural programs and have success in challenging students to do likewise. ____
13. I have at least twice during the semester effectively involved students and faculty in informal contacts. (Your own guest if nothing else.) ____
14. I have done my share in making the environment such that it is a pleasant place to live and to bring guests. ____
15. I am able to hold students responsible for rules and regulations which exist as environmental controls. ____
16. I understand our University's philosophy of discipline and understand my role as a student assistant in dealing with discipline. ____

Total ____

C. A Student Assistant's Responsibility for Advising Student Groups.

17. I knew well the officers and members of the group I advise. ____
18. I work with the chairman ahead of time to the end that the meeting has a goal or purpose which is met. ____
19. I know and know my officers realize the goals and objectives of the group. ____
20. I assist with systematic planning. ____
21. I am receiving a satisfaction from observing students grow in their abilities to work with people. ____
22. I know the fundamentals and am able to assist students in leadership training. ____
23. I am able to make suggestions for worthwhile activities and am well informed on programs. ____

Total ____

D. A Student Assistant's Administrative Responsibilities.

24. I willingly assume my responsibility for office and center coverage. ____
25. I take time to know that my reports are accurately and thoroughly completed. ____
26. I am able to interpret University rules and regulations. ____
27. I am able to interpret Residence Halls rules and regulations. ____
28. I am kept informed on administrative decisions which I am able to interpret to students. ____

Total ____

E. A Student Assistant's Personal Appraisal.

29. I set an example by my academic work. ____
30. I set an example by my personal appearance. ____
31. I adhere to rules and regulations. ____
32. I show a friendliness to all students and staff. ____
33. I can frequently see the cheerful, bright and hopeful side of my job. ____
34. I enjoy my work. ____
35. I have and maintain a sense of humor. ____
36. I have taken every opportunity to learn and to know my job. ____
37. I am able to accept the commitment to this job without hesitation. ____
38. I follow through on tasks I have to do. ____
39. I am aware of my personal limitations, strengths and weaknesses. ____
40. I receive suggestions and criticism without defensive feelings. ____
41. My superiors, co-workers and students enjoy working with me. ____
42. I seldom cause friction and tension with a group. ____
43. I am anxious to use new ideas that I have heard about and observed. ____
44. I can meet any social situation with confidence and assist students in doing likewise. ____
45. I am tactful in my dealings with others. ____
46. I refrain from gossip, sarcasm, depreciation, or suspicion of others. ____
47. I make every effort to understand the entire situation before making a judgment. ____
48. I can make sound decisions. ____
49. I observe strictly a policy of refraining from discussing students where there is any chance of other students hearing or sensing the conversation. ____
50. My own personal behavior sets a pattern I would be proud of others knowing about. ____

Total ____

Grand Total ____

If you have a perfect score, 500, you are ready for a new assignment! If you fall between 250 and 450 you are doing a satisfactory job but there can be improvement. If you are below 200, take a second look at what you are contributing. On those items which you rate below 5, ask your Residence Director how you can be helped to improve your performance.

SAMPLE PROBLEM SOLVING

A. Role Conflict of Staff and Student

1. It is Saturday night the first week the new Freshmen are here. Some of your friends whom you lived with last year and whom you haven't seen since last June have asked you to go on a picnic. You're looking forward to this because you've been jumping for two weeks. Workshop for Resident Halls staff had been busy, there were so many things to know in order to get ready for new students, and even last Saturday when your friends called you had to stay at your hall because the officers were there planning Orientation and they asked for your help.

   As you were ready to leave the hall, a student you didn't remember having ever seen before, came up to say, "I don't know your name, but you're a resident assistant aren't you?" You hesitate, for your friends are waiting, but after all you say yes. The student rather slow talking and a little shaking, speaks up, "I live over in Unit 10 but I've got to talk to someone; can I come in and sit down?"

   What are you going to do?

   (Discuss how you really feel)

2. One evening early in October you have a date with a friend you haven't seen this fall. You're looking forward to a picnic with eight of your buddies. You all go out to a nearby state park, and, oh, gee, the steaks were wonderful; you hadn't had these since you moved in the Halls; the corn on the cob was great; the watermelon, delicious; and to top it all off, ice cold beer was handy and everyone was completely relaxed. About 8:00 p.m., you noticed another party arrive in the shelter house but although they borrowed your beer can opener you didn't notice anything wrong. Your party was in good order. No one could have questioned any actions. When you returned to your hall, you went right to your room. You had no duties that evening, so this was your time to relax.

   The next Friday night you were on duty. There was the usual number who were locked out of their rooms, the usual questions about the football game coming up, and you had a real good talk with the chairman of Arts Council for which you were serving as advisor. About 12:45 you heard an awful commotion down in room 252. This wasn't your unit, but being on duty, you thought you'd better check. You arrived to see John Doe taking a new can of beer out of the wastebasket. When you walked in a voice called out, "Oh, you helped us before, do you have another can opener we can borrow?" It was the same fellow who had borrowed a can opener from your party last week.

B. The Resident Assistant as an Adviser

At the first meeting of the academic committee, Mary White, the hall chairman, announced her program for the year and appointed several committees to plan the various events. The program was very complete and included two scholarship banquets, a lecture series, a film series and several faculty receptions. It also appeared that Mary had used good judgement in making the appointments to the committees. While only thirteen of the twenty members and you, her adviser, were present, the meeting was very efficiently handled by Mary.

The first several events were very successful but then things began to fall apart. At the last lecture series only five students were present, the faculty member was misinformed on the time and it was necessary for you to help Mary on many of the last minute details.

Mary later complained to you about the members of her committee. Several of the committee chairmen had not followed through on their responsibilities, three had recently resigned and she was still unable to get a number to attend the meetings. Mary indicated to you that she was determined to have a successful scholarship banquet next month even if she had to do it herself. When you questioned her about her own academic work, she said she would get her "3 point" this semester but that she would probably be deferred from medical school until next year.

What is the role of the adviser?

What do you consider to be the major problems of the academic committee?

How do you evaluate Mary White as a student leader?

How would you advise Mary?

C. The Resident Assistant as a Source for Information

The students in your living unit are complaining strongly about each of the things listed below. What reasons do you give for each and what procedures

should you suggest for bringing about a change?

1. Compulsory house meetings
2. Dress for Wednesday night dinner
3. Dress for Sunday noon dinner
4. Damage bill for smoke burns on lounge furniture
5. Failure of maids to clean rooms thoroughly
6. Women's hours

Chapter VI

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